DOCUMENT RESUME

ED 154 847 JC 780 234

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TITLE Greenbook Abstract & Catalog--4.
PUB DATE May 78
NOTE 113p.; Best copy available

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Autoinstructional Aids; Calculus; *College Mathematics; Community Colleges; Course Content; Curriculum Guides; *Junior Colleges; Learning Laboratories; Listening Skills; Philosophy; Programed Materials; Self Directed Classrooms; *Student Records
IDENTIFIERS Greenbook System; Skagit Valley College WA

ABSTRACT

This catalog is the fourth in a series extending and updating teaching materials previously disseminated through the ERIC system, including the "Greenbook System" of training materials for higher education professionals (ED 103 083-084 and 148 438), Open Classroom Documentation, a procedural manual for an autoinstructional learning laboratory at Skagit Valley College (ED 103 086), and a number of self-contained courses developed for this Open Classroom. The present catalog contains the following major additions to these materials: (1) for the Greenbook System, an evaluation checklist for listening skills of administrative personnel; (2) for the Open Classroom, a record-keeping system for monitoring student progress; (3) for the Philosophic Heuristic Instruction series of courses (ED 103 087 and 112 922-923), additions to the Cassette Catalog, model student work, and additional optional projects; (4) for the Oleanna Math Program (ED 103 088 and 089), a revised course outline and syllabus for Probability and Statistics, minor revisions of other course materials, and two complete new courses--Finite Mathematics and Introduction to Analysis (applied calculus); and (5) additional materials for use in the learning skills (ED 112 974) and teaching skills (ED 124 256) programs. Previous additions and revisions to these and other Open Classroom courses appeared as ED 112 971, 124 256, and 134 253. (Author/BB)

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ED154847

GREENBOOK ABSTRACT & CATALOG -- 4

May, 1978

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1	Greenbook Abstract & Catalog
2	The Greenbook System
3	Open Classroom Documentation
4	Philosophic Heuristic Instruction (PHI)
5	Oleanna Math Program
6	Tiger Learning Skills
7	Tiger Teaching Skills
8	Open Classroom Studies in Management

This issue of the Greenbook Abstract & Catalog includes materials developed by Walter A. Coole, students of the Open Classroom, interns from The Evergreen State College, and Mr. Jack Turley of Skagit Valley College during the period from Spring term, 1977 through Winter term, 1978.

Previous issues in this series of occasional papers were:

Greenbook Abstract & Catalog -- 1: ED 112 971
Greenbook Abstract & Catalog -- 2: ED 124 256
Greenbook Abstract & Catalog -- 3: ED 134 253

JC 780 234

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Walter Coole

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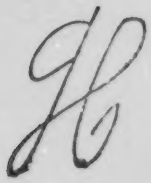


THE GREENBOOK SYSTEM FOR PROFESSIONAL
TRAINING IN HIGHER EDUCATION

Previous ERIC publications for the Greenbook System are:

ED 103 083: Purplebook Alpha
ED 103 084: Purplebook Gamma
ED 103 085: Greenbook Worksheets

At the time of this publication's submission, Purplebook Delta has been submitted but it hasn't been cataloged yet. See Greenbook Abstract & Catalog--5 or ERIC catalog for its identification.

Pages 2.2-2.3 are a listening-skill evaluation instrument developed to evaluate candidates for an administrative position. My accomplice in this venture is Mr. Jack Turley of Skagit Valley College's Mid-management program.

This instrument was designed to be used by a person trained in listening techniques, rating individuals who are fielding questions from a small, informal group.

We wonder what it would be like to have several trained observers consolidate their observations and hand the results over to an evaluator who is reviewing which administrator to retain and which to fire during a layoff.

The items listed are adapted from Dr. Ralph Nichols' list of ten good and bad listening habits.

NAME _____ RATER _____

Turley-Coole Listening Technique Evaluation Data-Collection Sheet

1. PHYSICAL CONTROL OF LISTENING SITUATION

No data ( )

Tolerates distractions			Active control	
1	2	3	4	5

2. SPEAKER'S PERSONAL MANNERISMS

No data ( )

Distracted from content			Interprets for augmentation	
1	2	3	4	5

3. EMOTIONAL WORDS

No data ( )

No control of effect			Isolates loaded words	
1	2	3	4	5

4. ATTENTION

No data ( )

Wanders			Focused	
1	2	3	4	5

5. BREADTH

No data ( )

Disorganized, incomplete detail			Comprehensive abstraction	
1	2	3	4	5

6. PRIMARY REACTION

No data ( )

Evades complexity			Follows complex content	
1	2	3	4	5

7. SECONDARY REACTION

No data ( )

Gets overstimulated			Deliberate mediation	
1	2	3	4	5

8. TERTIARY REACTION

No data ( )

Rejects total content			Entertains main points, details	
1	2	3	4	5

2.2

9. LISTENING FORWARD

No data ( )

Diverges from speaker's established trend — Anticipates next step

1 2 3 4 5

10. LISTENING BACKWARD

No data ( )

Forgets previous content — Summarizes, recapitulates

1 2 3 4 5

Comments _____

_____

_____

_____

_____

_____

_____

_____

Calculated score = total points / # items evaluated

_____ = _____ / _____

Gross subjective estimate: _____

The Open Classroom

More on Orienting and Tracking Students

Walter A. Coole with assistance of:
Kathleen Frost, Joseph Sanders, and
Nanci Smith

In ED 134 253, an improved method of orienting students was presented for introducing new students to civilized learning. Since then, some niceties, largely due to the alert observation-skills exhibited by three teaching interns from The Evergreen State College.

Pp. 3.2-3.5 are the text of a one-sheet review of information presented during a student's initial meeting; it is required of each new student when he's completed about 10% of the first course, and at the beginning of the second and third course. The reason: in the first reading, a student encounters about 70 new ideas to assimilate within about an hour--it takes a few reviews to make it all stick. The review takes about 15 minutes.

Page 3.6 is a new sign-up sheet which can be reproduced by relatively uncomplicated typing. Conference-times and discipline (math, philosophy, education) are entered by using 3/8" (.9cm!) rubber stamps and the mimeographing is done on different colors to emphasize different subject matter.

Page 3.7 is the master for a set of entries for the lower right hand corner of the sheets.

Pages 3.8-3.9 are masters of record-cards for tracking students through their coursework. They fit on color-coded 5" x 8" (darn it, 13cm X 20cm) cards. This is adequate space for all but the most unique of anecdotal data needed to track a student's progress.

Pages 3.10-3.14 give an example of a partially-completed record and detailed explanations. We apologize for revealing Sandor's social life, but thought you'd like to gain some familiarity with some of our elite. We don't really keep track of which birds flock together.

Construction of these card-forms is a preliminary step to converting the whole process into CMI techniques. Follow the drama of our struggle for funds!

PHILOSOPHY

Open Classroom Checkout Sheet

The purpose of the Open Classroom's orientation and conference sessions is to train you in the essentials of truly independent study. The more you understand about the Open Classroom, the more you are in control of your own learning.

In achieving a greater degree of freedom from the teacher's control, you don't give up the teacher's help.

Within the next week--on your own schedule--re-read these orientation materials. Check to see what you've forgotten; note items whose significance you may have missed.

Location	Content
Hall bulletin board outside the room	Schedules, "More about grades"
Window, just inside the classroom	Attendance
Panel 16	Time requirements
Panel 4	Coaches' schedules
Panel 14	Completion dates
Panel 1 and 9	Grades, tests,and course completions
Southwest corner bulletin board	Learning in the Open Classroom
Southeast corner bulletin board	Open Classroom people
Northeast corner of the room	Curriculum boards (all of them)

Let's consider your recitation requirements, the "Protocols of Bourbaki". This device is a mechanism that was developed to give your instructor a sample of your progress. This sample allows the instructor to advise you about rough spots and provides an occasion for him to tell you what you're doing right--we feel that the latter is more important.

Want to know more about the Protocols? There's an audio-visual kit that goes into detail: "Greenlap #9". One copy is in the library's audiolab. We have a copy in the Open Classroom--it's in the bookshelf just to the right of Panel 16, on the bottom shelf. Cassette players are located on the bookshelf to the right of the sink.

What resources do you have?

In the southeast corner of the room, there are:

Webster's Third Internation Dictionary - Good for a thorough description of current usage in English.

Oxford English Dictionary - This compact edition describes every word in the language used since 1000 A.D. - in great detail.

Encyclopedia of Philosophy - Basic information about philosophers and philosophic topics.

Smorgasbord file boxes (two exactly alike) - Contains listings of projects for informal logic and recordings used in Philosophy 100.

Philosophy 100 and 215

Panel 5 - it's a cabinet. Inside are: Dictionary of Philosophy, and a number of specialized ready-references. There's also a couple of file boxes that contain analyses of the major articles and essays in the College Library's collection: useful if you're writing term papers.

Note also model books, giving examples of acceptable work. Greenlap #17 gives a model performance of Rosemarie Cermak, reporting on a recording from the library.

Philosophy 111 and 120

Panel 13 opens up to give you --

Model book for work in informal logic.

Polecat Logic Bailout Kits #1-5 for formal logic.

Now--a bit of advice: contemplate the completion schedule provided in your course syllabus. Have you planned when each lesson is to be completed? Do so. It will fend off death, inflicted painfully.

The Smorgasbord box in the southwest corner contains a list of projects needed to complete Unit IV of informal logic. Look Unit IV in the syllabus and order your materials early.

WE REALIZE THAT IT TAKES TIME TO MASTER THE OPEN CLASSROOM'S ROUTINE. WE'RE HERE TO HELP--both the teacher and the student coaches.

BUT YOU ARE EXPECTED TO BE TRYING, VISIBLY, TO CATCH ON.

MATHEMATICS - - - Open Classroom Checkout Sheet

The purpose of the Open Classroom's orientation and conference sessions is to train you in the essentials of truly independent study. The more you understand about the Open Classroom, the more you are in control of your own learning.

In achieving a greater degree of freedom from the teacher's control, you don't give up the teacher's help.

Within the next week--on your own schedule--re-read these orientation materials. Check to see what you've forgotten; note items whose significance you may have missed.

Location	Content
Hall bulletin board outside the room	Schedules, "More about grades"
Window, just inside the classroom	Attendance
Panel 16	Time Requirements
Panel 3	Coaches' schedules
Panel 4 or panel 11	Completion dates
Panel 1 and 9	Grades, tests, and course completions
Southwest corner bulletin board	Learning in the Open Classroom
Southeast corner bulletin board	Open Classroom people
Northeast corner of the room	Curriculum boards (all of them)

Let's consider your recitation requirements, the "Protocols of Bourbaki." This device was developed to give your instructor a sample of your thinking as you progress through your course. The Protocols allow the instructor to advise you when you're getting off the track--or to show you how well you're doing.

Want to know more about the Protocols? There's an audiovisual kit that goes into detail: "Greenlap #9." One copy is in the library's audiolab. We have a copy in the Open Classroom--it's in the bookshelf just to the right of Panel 16, on the bottom shelf. Cassette Players are located on the bookshelf to the right of the sink.

What resources do you have?

In the Southwest corner of the room: two identical file boxes containing the "Smorgasbord"--optional projects for an "A".

Inside the cabinet in the southwest corner: metric measuring materials and equipment.

Panel 3: mathematical references. (inside)

Lower left drawer of the instructor's desk: calculators.

Math 1,2,3,101 -- Standard Path

You have a special resource! The authors have recorded 10-minute lectures explaining each section of your text. They're excellent ways to solve difficulties. See inside Panel 3.

Math 8

Your syllabus is written for a 3-credit course. But this course is a 5-credit course. How is the difference to be made up?

Look in the Smorgasbord.

Select 50 hours' work for a grade of B. Fifteen extra hours entitle you to a grade of an A.

Got it?

Does your course syllabus require that you plan completion dates? Get them written into the syllabus. It saves a confrontation with the teacher.

WE REALIZE THAT IT TAKES TIME TO MASTER THE OPEN CLASSROOM'S ROUTINE. WE'RE HERE TO HELP--both the teacher and the student coaches.

BUT YOU ARE EXPECTED TO BE TRYING, VISIBLY, TO CATCH ON.

Please use pencil.
Print your name clearly.

Course Number

Teacher's notes.

| *Sandor Schnell* | | *111* | As you attend scheduled conferences on these dates, initial--not X! | | |

If 5 or fewer enroll, this conference will begin at 8:30.
Advanced students: Monday only. m8

Advanced students: Monday only.

m1

Students enrolled in night courses: one conference only required.

m7

This session is usually crowded! If you have a choice, choose another time. Advanced students: either Tuesday or Thursday. t9

This session is usually crowded! If you have a choice, choose another time. Advanced students: either Tuesday or Thursday. t11

This session is usually light; a good time for special courses and projects. Advanced students: Tuesday only. t2

This session is usually crowded! If you have a choice, choose another time. Advanced students: either Wednesday or Friday. w10

Advanced students: Wednesday only.

Wn

This session is mainly for advanced high school students, but anyone is welcome. Students enrolled in night school: one session only. w4

You may bring your supper to this session. Students enrolled in night school: one session only. w5

Students enrolled in night school: one session only.

w8

For students enrolled in night school only.

e

For students enrolled in night school only.

e

IRREGULAR SCHEDULE ---
By permission of the instructor.

IRREGULAR SCHEDULE ---
By permission of the instructor.

Attend one session a week as your work schedule permits:
Monday: 8:30am, 1pm, 7pm
Tuesday: 9am, 11am, 2pm
Wednesday: 10am, noon, 4pm, r

5:30pm, 8pm
Thursday: 9am, 11am
Friday: 10am, noon
Saturday: 9am, 11am

r

Attend one session a week as your work schedule permits:
Monday: 8:30am, 1pm, 7pm
Tuesday: 9am, 11am, 2pm
Wednesday: 10am, noon, 4pm r

5:30pm, 8pm
Thursday, 9am, 11am
Friday: 10am, noon
Saturday: 9am, 11am

r

SATURDAY: 9AM

SATURDAY: 11AM

SATURDAY: 9AM

SATURDAY: 11AM

Saturday section enrollment: only one session per week required.

Saturday section enrollment: only one session per week required.

Name | Conf. Per. ( )

Course

Goal | Enr. F W S Su __

Prev. Course | Orient

PLS ( ) | Orgn ( )

Text ( ) Syllabus ( ) Schedule ( ) XOrient ( )

Early Recitation

_____

_____

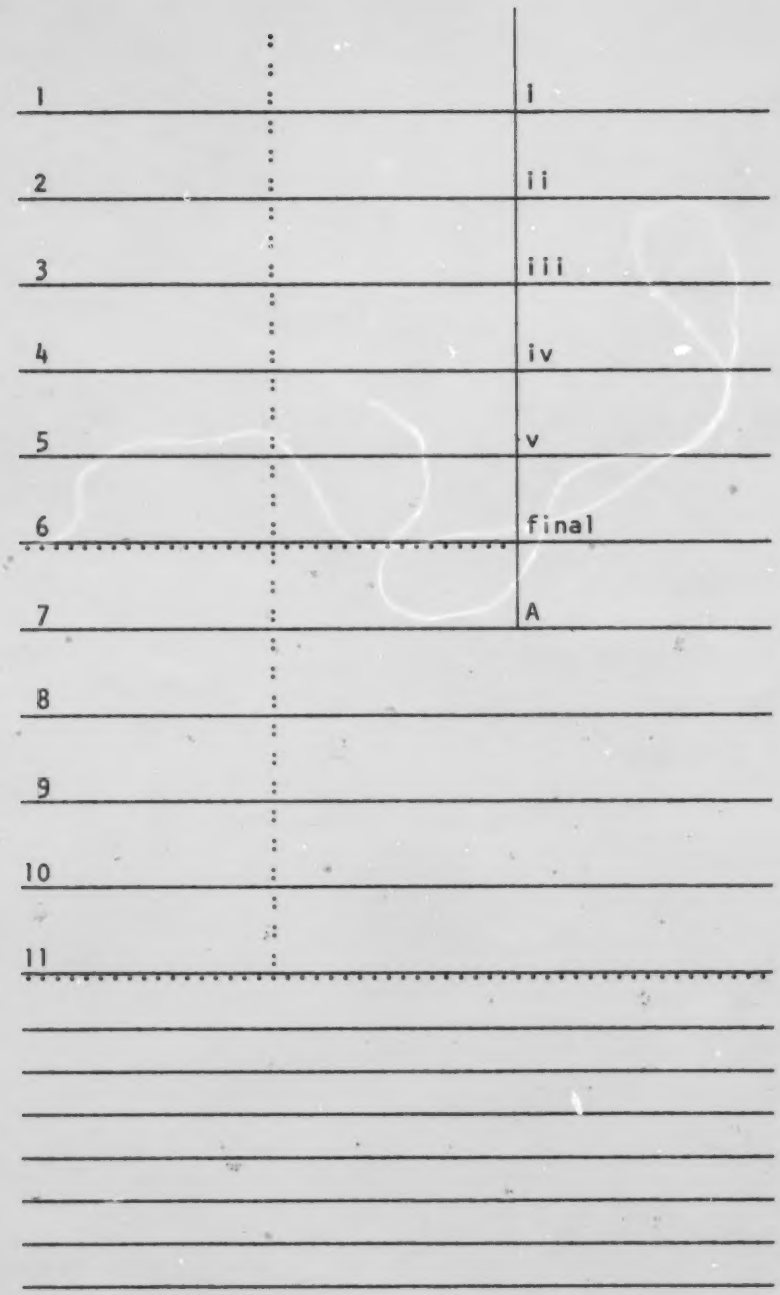
_____

A-projects & student-selected items

A B E W I ( ) Late entry
( ) Ill, inj
( ) Catastrophe
( ) Other

Coach-schedule: _____

Referrals: _____


1
i
2
ii
3
iii
4
iv
5
v
6
final
7
A
8
9
10
11

α

Name SCHNELL, SANDOR Conf. Per. T 2pm ( ) ←β

Course 120 ←γ

Goal philosophy, math Enr. F (W) S Su 77 ←δ

ε→ Prev. Course Orient ←ζ

η→ PLS ( ) Orgn ( ) ←θ

ι→ Text ( ) Syllabus ( ) Schedule ( ) XOrient ( ) ←κ

Early Recitation
JAN. 6 1977 Quick, well done

λ→

A B E W I ( ) Late entry
( ) Ill, inj
( ) Catastrophe ←μ
( ) Other

A-projects & student-selected items

ν→ JAN. 6 1977 Contests with instructor

ξ→ Coach-schedule:

Referrals: FEB. 17 1977 SCAN-transmitted interview

o→ with Alonzo Church to determine undergraduate curriculum in preparation for graduate studies.

π→ On first quiz, tied instructor without the handicap. Social rels: Hideo Haiyaku, Roger Rushmore, and Rachelle Rapide--all highly talented. Good sense of absurdity.

	JAN. 6 1977		JAN. 1 1 1977
ρ→	1 Excellent!	i	Won contest! ←σ
	JAN. 1 1 1977		
	2 Well ahead of schedule.	ii	
	3	iii	
	4	iv	
	5	v	
	6	final	←τ
	7	A	←υ
	8		
	9		
	10		
	11		

X→ Nr. 64 Philosophenweg, Purkersdorf, Wien, Österriech (Austria).

1978-1980: TESC, sponsor: R. Brian, subcontractors: U. Thorbald & N. Bourbaki in Sedro-Wooley. Grad. studies at Princeton?

OPEN CLASSROOM RECORD CARD

Use only #2 pencil and rubber stamp.

NAME should appear exactly as in official records. If important, enter nickname or preferred name in parentheses below. Determine this as early as practical.

α: CONFERENCE PERIOD. Determined mainly during orientation, from sign-up sheets. After beginning of term, fill out during student's orientation meeting.

Initially, fill in only the hour for day students. After student has been released from bi-weekly attendance, enter the day of week required (M, T, W, Th, F).

β: SPECIAL ATTENDANCE STATUS:
R = rotating schedule
N = no attendance requirement (completed basic course or third course)

γ: COURSE NUMBER only. Color-code of card will indicate --
Pink = philosophy (Φ)
Blue = mathematics (M)
Yellow, green = Education, including learning skills (*E, LS*)
White = management, other, specified

δ: ENROLLMENT indicated by circling quarter and entering year. If enrolled after beginning of term, enter date of enrollment.

ε: PREVIOUS COURSES IN THE OPEN CLASSROOM. List tersely.
Ω = no previous course

ζ: ORIENTATION verified. Inspect initial meeting sheets, ask revealing questions about "Greenlap #9", learning patterns, whom to call in case of absence, coaches, adjunct faculty, etc. <u>If not satisfied, direct the student to repeat.</u>
✓ = for students beginning at first of the term
new students: verified shortly after beginning of term
returning students; short orientation completed
Date indicates late entries--make sure completion schedule is slipped and "incomplete" is correctly marked

η: PREREQUISITE (subject matter) AND LEARNING SKILLS.
✓ = verified
* = reservations and warnings -- date and initial

θ: APPARENT ORGANIZATION
✓ = verified
* = reservations and warnings -- date and initial

ι: TEXTBOOK AND SYLLABUS
✓ = verified
SCHEDULE
✓ = verified

κ: ADDITIONAL ORIENTATION -- location of backup, resources, coaching schedules, etc.
✓ = verified

λ: EARLY RECITATIONS. First two or three. Date and ...
OK
EX = excellent
or defect and corrective action, such as ...
Gl #9 = "Greenlap #9"
R = rationale handout
C = coach

μ: GRADE to be reported. Circle.
B = basic course mastery
A = completed additional (specified) work
no-show for first week of term or enrollment
E = unexcused absence for 2 weeks
culpably behind schedule
I = incomplete; note reason and date--especially if changed on direction
For changes of status, strike and date, thus

A B E W I

9 Feb 77

Attach all chits by staple.

ν: A-PROJECTS & STUDENT-SELECTED ITEMS. Should be accomplished within first three weeks of enrollment, to allow turnaround time for items special-ordered from bookstore.

Items from the Smörgåsbord and other files: give the file number.

Φ100: include tape file numbers for Units II and III as well as A-project
Φ111: 35 hours' work for Unit IV, 10 hours' for A-project
M8: requires 60 hours' work for a B
All math: projects require 3 hours per credit for an A
Coaching: 1 hour per credit each week of the term, fall, winter, spring;
2 hours per credit in summer; if begun later in the term, the time must be increased accordingly

o: REFERRALS. Use referrals to...
Couns = counseling office
Fin = financial aids
VA = veterans administration office
Lng = learning lab
Student should be told that if the referral doesn't solve the problem, he should return to try something else. Auditor should query results at next recital.
✓ = closure satisfactory to student

π: TYPICAL MISCELLANEOUS ENTRIES

significant interest, talent
special arrangements
contributions, useful critiques, worthy suggestions
O. C. ingroup
TESC prospect
anecdotes
illness, disabilities
VIP tag
situation which requires latitude: nurse, fireman, police, ASSVC president

ρ: WEEK OF THE TERM. The first entry should be the first scheduled conference of the term. When students are required to attend twice a week, use columnation; once a week, ignore columns. Qualitative judgement of progress and recitation thus...

0 = less than satisfactory (specify corrective action)
1 = satisfactory
2 = excellent (specify)

σ: UNIT COMPLETIONS. Enter date of next scheduled conference after completion.

τ: FINAL OR COURSE COMPLETION --

1. Enter B for grade
2. Clear attendance requirement
3. Prompt A
4. Sell next Open Classroom course and offer materials for early start -- note completion dates posted
5. Give Opinionnaire
6. Enter date
7. *MODERATE PRAISE!*

υ: A-PROJECT COMPLETION --

1. Change grade
2. Follow up on next course
3. Ask if opinionnaire has been turned in
4. Enter date
5. *LAY ON PRAISE WITH TROWELL!*

χ: FUTURE REFERENCE.

Telephone and address if needed.
Handovers to senior institutions
News release tag

PHILOSOPHIC HEURISTIC INSTRUCTION (PHI)

PART I: General Courses

Previous ERIC publication: Philosophic Heuristic Instruction (PHI)-- I ED 103 087

Pp. 4.2-4.20: Additions to the Cassette Catalog, prepared by Tamera Glancy.

Pp. 4.21-4.27: Model responses to Ruggiero's Moral Imperative, lead questions to each of Chapters 1-12, prepared by Ms. Renate Vadai.

Pp. 4.26-4.49: Model responses to selected portions of the requirements of Advanced Ethics, based on Titus & Keeton's Ethics for Today and Range of Ethics, prepared by L. H. Johnston, Skagit County Sheriff's Department.

PART II: Informal Logic

Previous ERIC publication: Philosophic Heuristic Instruction (PHI)--II ED 112 922

Pp. 4.50-4.56: Additions to The Phile (optional projects), prepared by Tamera Glancy.

PART III: Formal Logic

Previous ERIC publication: Philosophic Heuristic Instruction (PHI)--III ED 112 923

Pp. 4.57-4.58: Typewriter-generated version of Polecat Logic Derivation Sheet, front and back sides. The advantage of this version is that it doesn't require expensive graphic and photo-reduction work; and can be run on ordinary mimeograph equipment.

The back side should be inverted, so that line 30 is opposite the bottom of the front side's line 33. For long derivations, this allows lemmas (inside show-nests) to be written without a hiatus; an advantage to both the writer and the reader.

CASSETTE CATALOG

→ 1/126.1 → The Meaning of Thought

Speaker/author: David Bohm, David Peat, Paul Buckley, etc.

Time: 28 min *Library #:*

Precis How do the laws of physics contradict the rules of language? What is the distinction between knowledge and wisdom? How did language begin?

When we say, "It is raining," the noun "it" doesn't represent a specific thing but a whole complex process by which moisture rises and then falls in the form of raindrops. In this sense, thought is "it." The distinction is drawn between the content of thought and the reality of thought--it's then picked up and elaborated in a discussion of the relationship between language and modes of thought and the metaphorical nature of both.

Source: Center for Cassette Studies

Catalog #: CBC 1052

Price: $ 9.00

CASSETTE CATALOG

→ →

Speaker/author:

Time: *Library #:*

Precis

Source:

Catalog #:

Price: $

CASSETTE CATALOG

→ 1/174.2 → The Living Will

Speaker/author: Robert Veatch

Time: 57 minutes *Library #:*

Precis Examines medical decision-making surrounding death and dying and the ethical implications associated with living wills. One major problems: doctors treat patients as "third parties," as evidenced by the fact that only 12% of physicians think it best to tell a patient he has terminal cancer.

Source: Pacifica Tape Library

Catalog #: BC 2702.01

Price: $ 9.00

CASSETTE CATALOG

→ 1/182.1 → The Origins of Philosophy

Speaker/author: Dr. Wallace Matson

Time: 26 minutes *Library #:*

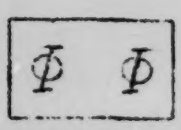
Precis Exploring the origins of philosophy, attention is drawn to Anaxamander, born in 610 BC, "the ancient Newton, Darwin and Einstien rolled into one," whose audacious thinking originated nine/tenths of scientific thought as we now know it, even though, of his writings, only one seventeen-word sentence survives.

Source: Pacifica Tape Library

Catalog #: BB 1511.05

Price: $ 9.00 4.3

→ 1/175.2 → The Art of Wasting Time



CASSETTE CATALOG

Speaker/author: Jerome Weidman and H. Allen Smith

Time: 29 min *Library #:* 1439-1

Precis

*How can time be wasted creatively?
*Why is listing jobs-to-do a good way to waste time?
*Is fishing really a good way to waste time?
*How do women like to waste time?

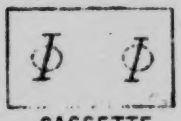
Time can be wasted in productive, creative ways. This discussion hosted by Clifton Fadiman describes how and lists a number of ostensibly worthless leisure activities which are actually worthwhile.

Source: Center for Cassette Studies

Catalog #: 1872

Price: $ 12.95

→ 1/175.3 → Time on Our Hands



CASSETTE CATALOG

Speaker/author:

Time: 29 min. *Library #:* 1447-1

Precis

*Why will our society soon have more leisure time?
*Who will be the first in our society to have more leisure time?
*Why won't we know how to use the inevitable increase in leisure time?

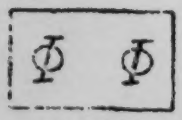
The pervading trend toward an increase in leisure time is becoming a pressing problem for the western world. People need a moral equivalent for work. Alfred N. Goldsmith, Jacques Barzun, Robert M. Hutchins, and Clifton Fadiman discuss the alternatives for intelligent use of leisure time. Leisure has been equated with freedom; unfortunately many pastimes that were formerly considered leisure have become work. Our leisure time has become regulated, everything too scheduled. We must now encourage individualism.

Source: Center for Cassette Studies

Catalog #: 1808

Price: $ 12.95

For 5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract



CASSETTE CATALOG

→ 1/177.3 → The Society of the Qualified Man

Speaker/author: Lord Hailsham

Time: 32 min. *Library #:*

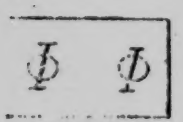
Precis What is democracy's greatest weakness? On what is Anglo-Saxon law based? What is the "battleground of democracy"? What most undemines US-European friendship?

As Justice William O. Douglas points out in his introduction, Lord Hailsham is a distinguished parliamentarian in England, the nation from which we derived our heritage of civil rights and our respect for the rule of law. Here, he discusses the future of democracy in terms of maintaining "the fundamental unity of the Christian West" and moving "from the century of the common man to the age of the qualified man".

Source: Center for Cassette Studies

Catalog #: CSD 155

Price: $ 10



CASSETTE CATALOG

→ 1/969.1 → The American Ideology in Canada

Speaker/author: Herschel Hardin

Time: 59 minutes *Library #:*

Precis Canadian self-perspective has been warped by theories adopted from the US. What is unique in Canadian culture is only to be found through the use of paradox and contradiction.

Canadian politics have always been intensely ideological -- not "pragmatic" -- despite mythology.

Source: Center for Cassette Studies

Catalog #: CBC 654

Price: $ 10 4.5

→ 1/192.1 → On John Austin

CASSETTE CATALOG

Speaker/author: Wallace Matson

Time: 25 minutes *Library #:*

Precis Tribute to the late Jo-n Austin of Oxford, whose classical-scholar's approach to the reading of philosophical text, had it been more widely adopted, might have prevented such fine philosophers as Bertrand Russell from wasting a lot of precious time on the specious reasoning of philosophers like Berkeley.

Source: Pacifica Tape Library
5316 Venice Blvd.
Los Angeles, CA 90019

Catalog #: BB 1511.04

Price: $ 9.00

→ →

CASSETTE CATALOG

Speaker/author:

Time: *Library #:*

Precis

Source:

Catalog #:

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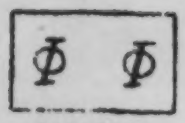


CASSETTE
CATALOG

→1/194. → Voltaire

Speaker/author:

Time: 28 min. *Library #:*

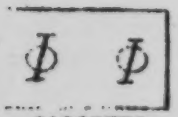
Precis What methods did King Louis employ to discredit Voltaire? What was the outcome of the Jean Callas murder case? What drove Voltaire in his determined quest to clear the name of one man?

This cassette dramatizes the time when the poet-satirist-philosopher, Voltaire, came to the defense of a dead man. Voltaire, great thinker and most passionate fighter for justice of the 18th century, was, in 1762, in exile in Switzerland. Learning that a peasant in France had been tortured and beheaded by an aristocratic court without a fair trial, Voltaire took up his pen. Exposing the bigotry and injustice of the trial, Voltaire cleared the man's name. Voltaire's name, like his great works such as Candide, still stands for the freedom of men everywhere.

Source: Center for Cassette Studies

Catalog #: 1218

Price: $ 9.00



CASSETTE
CATALOG

→1/320.6 → Focus on Saul Alinsky

Speaker/author: Saul Alinsky

Time: 54 min. *Library #:*

Precis Why does Alinsky say that an organizer is like an agitator? Why has he begun organizing the middle class? What are the universals of community organizing? How does Alinsky think change will come about in America?

"Poverty is a matter of power, or being powerless, as well as money." Saul Alinsky has been organizing the powerless since 1939. Cesar Chavez studied with him for four years. To Alinsky power is the source of all change, and of all power. In this 1972 interview he discusses his concepts of community organizing and takes a look at several political movements: the students, the blacks, the War on Poverty, the ecology movement, and his own recent efforts to organize in the suburbs.

Source: Center for Cassette Studies

Catalog #: 30418

Price: $ 16.95

CASSETTE CATALOG

→ 1/301.7 → Fathers

Speaker/author:

Time: 60 min. *Library #:* 1427-1

Precis

A young man who has just become a father realizes that all his criticisms and suggestions to his father were simply theory. Now, faced with reality, he is able to better see his father's viewpoint. The program is a stream of thoughts and moods about life, the generation gap, the reactions and rebelloins of people as they are faced with the reality of life.

Source: Center for Cassette Studies

Catalog #: CBC315

Price: $ 15.95

CASSETTE CATALOG

→ 1/301.8 → The Liberated Man

Speaker/author:

Time: 27 min. *Library #:* 1428-1

Precis

A discussion of men's changing roles in the family and in society.

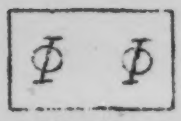
*What is the plight of the middle class man?
*What is the Black man's image of himself in present society?
*What is a "Negro-Saxon"?
*What are "key children"?

As the Women's Liberation Movement continues to raise consciousnesses across society, a revolutionary concept emerges like an iceberg in front of us: In order to have liberated women, we must have liberated men. The questioning of rigid sexual roles with respect to women has been a main focus of the WLM. But what about the men? They too have the right to choose their own destiny. This program pays heed to that concept by means of a perceptive and lively dialogue between an elementary principal, a clinical psychologist and two educators.

Source: Center for Cassette Studies

Catalog #: 29415

Price: $12.95



CASSETTE CATALOG

→ 1/301.9 → Bevond Masculinity

Speaker/author: Warren Farrell

Time: 28 min. *Library #:* 1429-1

Precis

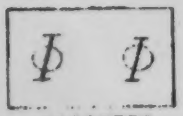
*Why was it a turning point for Farrell when he quit his job as a professor?
*What does "beyond masculinitv" really mean?
*What does men's liberation really mean?
*How do men's CR groups differ from women's CR groups?

If society tends to view women as sex objects, it is also guilty of treating men as success objects, according to Warren Farrell, the author of "Beyond Masculinity", one of the first important books on men's liberation. What does Farrell think men should feel threatened by unliberated women? What is the status of men's liberation? What do men talk about in men's consciousness-raising groups? Farrell examines these three questions, as well as giving an assessment of the juture of men's and women's liberation.

Source: Center for Cassette Studies

Catalog #: 35836

Price: $12.95



CASSETTE CATALOG

→ 1/301.10 → Career Girl

Speaker/author:

Time: 27 min. *Library #:* 1430-1

Precis

Four young women discuss careers, expanded horizons and marriage.

*Why do women choose careers?
*Do women have anyone to counsel them about career decisions?
*How does a career affect marriage?
*What is the "either-or" syndrome?

Most people slide into their first job. especially as high school graduates. and often go directly into marriage without experiencing life beyond their immediate circle. In this discussion four young women who avoided that trap, examine their colleges and their jobs. and a university psychologist comments on their views. Two of the girls are studying pharmacy but marriage is still very much on their minds. They expect to marry college educated men and regard their pharmacy education as a practical way to earn a living and keep up with the intellectual level of their boy friends and future husbands.

Source: Center for Cassette Studies

Catalog #: 8598

Price: $12.95

CASSETTE CATALOG

→ 1/301.11 → Raising Women's Consciousness

Speaker/author:

Time: 27 min. *Library #:* 1431-1

Precis

Two feminists explain the new consciousness raising groups.

*How does the women's movement differ significantly from others?
*What is the first topic discussed in a consciousness-raising group?
*What is the classic seating arrangement in such a group?

Judy Sulivan, author of "Mama Doesn't Live Here Anymore," and Claudia Dreifus are both active in the Women's Liberation movement and both are founders of consciousness-raising goups. Both, too, grew up believing "the myth that all other women are by enemies." But that myth finally sank out of sight as each had her consciousness raised. In this program they discuss the motivations that led them to form consciousness-raising groups and they describe how such groups operate

Source: Center for Cassette Studies

Catalog #: 38611

Price: $ 13.95

CASSETTE CATALOG

→ 1/301.12 → Marriage: Ten Years After

Speaker/author:

Time: 28 min. *Library #:* 1432-1

Precis

Four married women discuss the later years of marriage.

*How does the "emancipated woman" relate to her husband?
*Should a woman expect her views on love to change after ten years of marriage?
*Are many women truly prepared for married life?
*What problems do married couples have after their children leave home?

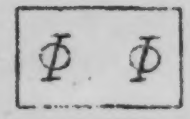
Often the children have grown up and left home and the middle-aged couple has nothing to do but sit and stare at each other. If their marriage survives they are fortunate. On this cassette four housewives discuss their marriages, preparation for second careers and their feelings in marriage. After 10 years of very disappointed in how things worked out but after 16 years she could not imagine any other way of life.

Source: Center for Cassette Studies

Catalog #: 8599

Price: $ 12.95

→ 1/301.13 → Feminism: Its History & Purposes



CASSETTE CATALOG

Speaker/author: Aileen Hernandez

Time: 59 min. *Library #:* 1433-1

Precis

*How has the women's movement changed since NOW was formed in 1966?
*What is the legal history of the Equal Rights Amendment?
*What is the "pink and blue" syndrome?
*Why is child care such an important issue for NOW?

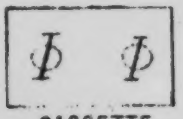
Aileen Hernandez thinks "all issues are women's issues." She has spent most of her life fighting for "human liberation," first in the Civil Rights Movement, and now as a leader of the Women's Movement. A founding member of the National Organization for Women, she traces its development out of the Civil Rights Movement and eloquently assesses the plight of women in American culture - from her inbred desire to find "Mr. Right," to the power structure's terrific opposition to such issues as abortion, and even child care.

Source: Center for Cassette Studies

Catalog #: 35690

Price: $ 16.95

→ 1/301.14 → For Better or Worse



CASSETTE CATALOG

Speaker/author:

Time: 30 min. *Library #:* 1434-1

Precis

A documentary on needs and designs in wedlock.

*Are happy marriages accidental?
*Do people often marry because they are emotionally insecure?
*Should wives be subservient to their husbands?
*Do marriage partners need to have many common interests?
*Is it romantic to be good natured?

What do we consider the perfect spouse? This is the intriguing topic of discussion among actress Nancy Kelly, editor Bennett Cerf, author and columnist Max Lerner and editor Clifton Fadiman. Marriage has become for modern man the last outpost of utopia. Although we live in a world full of defects, we like to think that somehow we can create an ideal marriage with an ideal spouse. We find, however, that most happy marriages are an accident.

Source: Center for Cassette Studies

Catalog #: 1868

Price: $ 14.95

CASSETTE CATALOG

→ 1/301.15 → The Baby Trap

Speaker/author: Ellen Peck

Time: 24 min. *Library #:* 1435-1

Precis

*What motivates childbearing?
*How are social views and parenthood related?
*Why might husband-wife relationships be better in childless marriages?
*How much does it cost to feed and clothe a child for 18 years?

Many people are not suited for parenthood and could lead more fulfilled lives without children, says author Ellen Peck. Aside from enjoying greater freedom and reduced marital stress. childless couples contribute to the welfare of society through population control. In this provocative discussion, Ms. Peck makes known her views concerning individual selfishness and happiness, the status of marriage as an institution. and the changing nature of the family structure.

Source: Center for Cassette Studies

Catalog #: 26528

Price: $12.95

CASSETTE CATALOG

→ 1/301.16 → It's a Man's World?

Speaker/author:

Time: 27 min. *Library #:* 1436-1

Precis

*Is it easier for a man to be a complete person?
*Can or should a woman be both strong and feminine?
*Do women have to choose between being a mother, lover, or business executive?
*Are men more afraid to confront themselves than women?

What does it mean to be a woman today? What makes a woman think she is a woman? What makes a man think she is a woman? In this program. Martha Stuart leads a wide-ranging discussion on women's liberation: How should women compete in a male dominated world? How do women get their self-image? Should a woman confront sexism wherever she finds it? And what does true equality really mean?

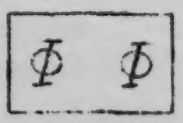
Source: Center for Cassette Studies

Catalog #: 32215

Price: $ 12.95

For 5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

→ 1/301.17 → Masculine - Feminine



CASSETTE CATALOG

Speaker/author:

Time: 33 min *Library #:* 1437-1

Precis

*Has evolution, rather than culture, defined gender roles?
*Are women free to buy and sell property?
*Why does Leslie Fiedler call feminism a class movement?
*What has been the emotional result of the struggle between men and women?

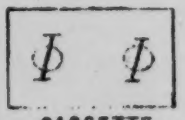
The value of traditional masculine and feminine social roles is the theme taken up by the insightful participants on this program. The varied approach to the subject includes an excert from "A Doll's House" by Ibsen, an essay on biological causes of differentiated gender roles, a poem examining the emotional needs of men and women, a discussion of sexism and the law, and a statement of a woman's need for a personal identity independent of her husband.

Source: Center for Cassette Studies

Catalog #: 30748

Price: $ 12.95

→ 1/155.3 → Toward Self-Actualization



CASSETTE CATALOG

Speaker/author: Dr. Abraham Maslow

Time: 58 min *Library #:* 1438-1

Precis

*Are our ultimate values hierarchical?
*What place today is worse than Nazi Germany?
*How has the New Left redefined self-actualization?
*What is Dr. Maslow's "semi-permeable membrane"?

There are, according to Dr. Abraham Maslow, no less than 14 values or "eternal verities" which can be considered basic human needs. When they are fulfilled, we are self-actualizing. When we are deprived of them, we develop "meta-pathologies" and often become physically ill. Here Dr. Maslow identifies these values and shows how each of them is fully definable in terms of all the others.

Source: Center for Cassette Studies

Catalog #: 35553

Price: $ 16.95

For 5" x 8" format, cut along dotted lines. *For current update, consult:* Greenbook Abstract 4.13

→ 1/320.3 → Manifesto for Reform

CASSETTE CATALOG

Speaker/author: John W. Gardner

Time: 28 min. *Library #:*

Precis What are the two best approaches to progress? Why should Americans pay more taxes? What is the objective of Gardner's group, "Common Cause?" Is any human institution permanent?

John W. Gardner served as Secretary of Health, Education and Welfare in the Johnson administration. Perhaps this experience gave him the perspective of the United States that is evident in this discussion of his new book. Gardner decries violence, but believes that reforms must come about. His mandate extends into every level of government, from federal to village, and he proposes a method of change that must be applied in order to cope with problems that plague the nation.

Source: Center for Cassette Studies

Catalog #: 24057

Price: $10.95

→ →

CASSETTE CATALOG

Speaker/author:

Time: *Library #:*

Precis

Source:

Catalog #:

Price: $

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CASSETTE CATALOG

→ 1/320.5 → The Compulsion of Freedom

Speaker/author: Peter Odegard

Time: 27 min. *Library #:*

Precis What was John Locke's concept of freedom? What did the concept of freedom mean to the ancient Greeks and Romans? Has the Bill of Rights and the American Constitution continued to adequately represent and uphold America's concept of freedom?

On this cassette, Professor Peter Odegard manages the difficult feat of talking about man's compulsive drive for liberty in real and moving terms rather than in the pompous cliches which are typically used in this kind of philosophical discussion. Professor Odegard reaches into the history and culture of Germany and England to put his comments into perspective.

Source: Center for Cassette Studies

Catalog #: 4966

Price: $ 12.95

CASSETTE CATALOG

→ 1/320.4 → The Elite and the Electorate

Speaker/author: William Fulbright, John Courtney Murray & Charles Frankel

Time: 52 min. *Library #:*

Precis What is the "myth" of Jacksonian democracy? What is the usual effect of public opinion polls? What was the Socratic paradox regarding virtue? What group is least represented in the U.S. government?

The problem at the heart of every democracy has been to reconcile the assumption of human goodness and reason with the fact of human weakness and irrationality. Classically, the problem has been solved by having an elite run the government while letting the people choose the basic goals of their society. On this cassette Senator J. William Fulbright, Rev. John Courtney Murray and Professor Charles Frankel discuss ways of closing the gap between the government and the governed. A program from The Center for the Study of Democratic Institutions.

Source: Center for Cassette Studies

Catalog #: CSD147

Price: $ 14.95

→ 1/320.7 → Alvin Toffler: Future Shock

CASSETTE CATALOG

Speaker/author:

Time: 27 min. *Library #:* 1449-1

Precis
has quality of life suffered from theefforts to improve it?
*Do we think faster in a crisis?
*Is it possible to predict the consequences of technical innovations?
*Are we trained to expect things to be the same forever?
*What is an island of stability?
For centuries the world changed at a tolerable pace; now technological shifts occur overnight, radically altering life and forcing adjustments at a pace which causes personal and social conflicts. Futurist Alvin Toffler feels that the greatest inroad result has been the deterioration of the decision-making process in government, human relationships and business. In this discussion he offers suggestions about bettering adjustment to sudden change.

Source: Center for Cassette Studies

Catalog #: 24800

Price: $ 12.95

→ 1/350.2 → The Cities of the Future

CASSETTE CATALOG

Speaker/author:

Time: 50 min. *Library #:* 1451-1

Precis
Designing urban eco-systems for the 21st century.
*Which continents have the most room for population expansion?
*What is the best substitute for wood in constructing new cities?
*How can telecommunications reduce energy costs?
*What agricultural revolution is still to come?
Metropolitan areas housing 100 million people. Synthetic islands floating offshore. Streets clogged with bicycles rather than cars. Futuristic images? Yes. Unrealistic? No. According to Professor Richard Meier, there is no way of controlling either the population explosion or the flow of people into the cities, and there fore we must begin designing cities which can handle much greater concentrations of people. Here Dr. Meier offers his own proposals.

Source: Center for Cassette Studies

Catalog #: 34845

Price: $ 16.95

For 5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

→ 1/320.8 → Future Shock

CASSETTE CATALOG

Speaker/author: Alvin Tolffler

Time: 60 min. *Library #:* 1450-1

Precis

Sociologist Alvin Toffler, author of the recent book "Future Shock,"points out how technology is upsetting the natural cycle patterns of human biology, ecology, economics, and history. The linear pattern of mechanics, and the time and space warp caused by modern scientific advances, threaten to make us less, not more, efficient. "Jet lag" is only one example.

Source: Center for cassette Studies

Catalog #: CBC585

Price: $16.95

→ 1/333.1 → "Limits to Growth" and Its Proponents
→ "Limits to Growth" and Its Detractors

CASSETTE CATALOG

Speaker/author:

Time: 30 min. & 30 min. *Library #:* 1444-1

Precis

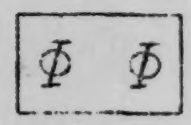
A computer study of the hypothesis that there are limits to growth on a finite planet was carried out by the Massachusetts institute of Technology for the Club of Rome and indicated that we would be in serious global trouble by the year 2000 if present exponetial growth trends continue. The report, called "Limits of Growth", is discussed by participants at the informal Environment Forum, including members of the Club of Rome who support its warnings and consider its environmental implications.

This program also examines the M.I.T. Club of Rome computer report from the viewpoint of its critics, some of whom look upon its dire prophecies as totally hysterical and unscientific doomsday material and challenge the methodology employed in the study.

Source: Center for Cassette Studies

Catalog #: CBC914
CBC915

Price: $12.95
$12.95



CASSETTE
CATALOG

→1/331.1 → Life in a Blue Collar

Speaker/author: Dr. John R. Coleman

Time: 28 min. *Library #:* 1440-1

Precis

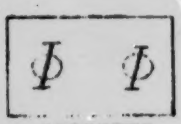
*How did Dr. Coleman get the idea of becoming a day laborer?
*Which laboring job was the most rewarding?
*What aspect of his work most alarmed him?

Dr. John R. Coleman, the President of Haverford College, recently took one of the most unusual sabbaticals in the history of academia. He laid aside his professorial and administrative duties in order to work as a ditchdigger, a garbage collector, and a sandwich-maker in a restaurant. One of the lessons he learned is that "the proper study of mankind is not man, but man's trash." The other lessons he learned--some shocking, some amusing, some encouraging--form the basis of this fascinating and often moving program.

Source: Center for Cassette Studies

Catalog #: 38612

Price: $14.95



CASSETTE
CATALOG

→ 1/900.1 → Is History Out of Control?

Speaker/author: Dr. Jerome Frank

Time: 45 min. *Library #:* 1441-1

Precis

*Why do human beings desire law?
*What are the differences between human and animal aggression?
*Why is a nuclear defense system only wishful thinking?
*How do modern communications sytems affect our perceptions of others?

It seems overly simple at first, but Dr. Jerome Frank's approach to global problems, particularly war, as the psychiatric problems of a community of national personalities does produce some fresh insights. Dr. Frank makes important points about guilt, about our new weapons, and about ethnocentric perception. He talks about nations as if they were individuals, each with distinctive prejudices and thought patterns. A fascinating exploration of human traits and attitudes. A program from The Center for the Study of Democratic Institutions.

Source: Center for Cassette Studies

Catalog #: CSD1253

Price: $14.95

→ 1/331.2 → Jobs People Love

CASSETTE CATALOG

Speaker/author:

Time: 27 min. *Library #:*1448-1

Precis

*Why don't most people like their jobs?
*What makes a job interesting?
*Should everyone have an interesting job?
*Why aren't most people able to change their jobs if they're unhappy?

Tired of your job? Think you should be doing something else? Clifton Fadiman talks about this nagging dilemma with Dr. Leona Baumgartner and Dr. Smiley Blanton, psychiatrist. Mr. Fadiman finds that he has found two people who like what they are doing. Drs. Baumgartner and Blanton explain why this is so. But they also delve into the more common problem of the person who is unhappy with his work, and who wants to make a change of direction.

Source: Center for Cassette Studies

Catalog #: 1826

Price: $ 10.95

→ 1/378.1 → The Ivory T er in America

CASSETTE CATALOG

Speaker/author: Max Lerner, Clifton Fadiman and Jacques Barzun

Time: 27 min. *Library #:* 1445-1

Precis

*What is an egghead?
*What is a pseudo-intellectual?
*Are most people suspicious of thinkers?
*Why was Thomas Jefferson called a subversive by many of his contemporaries?

Why does the capacity and taste for thinking arouse suspicion rather than admiration in the U.S.? This cassette discusses the current prevalence of anti-intellectualism in America and the long history of the mistrust of thinkers since the days of Socrates.

Source: Center for Cassette Studies

Catalog #: 1866

Price: $ 12.95

For 5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

→ 1/331.3 → The Blue Collar Trap

CASSETTE CATALOG

Speaker/author:

Time: 45 min. *Library #:* 1442-1

Precis

*What are labor unions not helpful in aiding young workers?
*What employment factors produce a trapped feeling?
*What sources of relief do workers pursue?
*What is the perpetual dilemma of the blue collar worker?

"One of the donkeys who works at Ford." Thus an assembly line worker describes himself. Thus, Henry Ford's production innovations, a marvel of technology and efficiency, have minimized thought and skill while maximizing boredom. The new generation of laborers, unlike their fathers, does not see work as the mainstay of life. This sobering presentation shows how the constraints of technology affect the lives of blue collar workers having new social values.

Source: Center for Cassette Studies

Catalog #: 30320

Price: $ 15.95

→ 1/172.1 → Freedom and Society

CASSETTE CATALOG

Speaker/author:

Time: 27 min. *Library #:* 1443-1

Precis

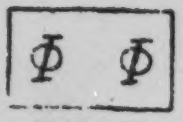
*What's the difference between government-defined freedom and individual freedom?
*What are the main causes of tyranny and oppression?
*How is a society's freedom related to its economic structure?
*What does the rise of "hippies" and the Black Panthers indicate about freedom in the U.S.?

Perhaps the most important idea to understand in this era of domestic and international crisis is freedom. What does freedom mean and how can it work in the complex, standardized society called the United States? Richard D. Heffner, author and historian, is joined by George M. Schuster, President of Hunter College, and Norman Cousins, editor for the Saturday Review.

Source: Center for Cassette Studies

Catalog #: 6183

Price: $ 14.95



CASSETTE
CATALOG

→ 1/380.1 → The Corporate Oligarch

Speaker/author: David Finn

Time: 27 minutes *Library #:*

Precis --Why were the first corporations formed? How do today's executives differ from their predecessors? How did Ralph Naier actually help the automobile industry? How have corporate dynasties survived despite public ownership?

The men who run Americas big coprorations--are they heroes or villains? In this coversation David Finn traces the development of the corporation in 18th century England to the industrial giants of today in order to explain the motives and methods of our Big Businessmen. In doing so, he shows how a few companies have managed to reconcile the conflict between public interest and corporate interest.

Source: Center for Cassette Studies

Catalog #: 15564

Price: $ 10

CASSETTE
CATALOG

→ 1/380.2 → The Business of Business

Speaker/author: Rexford Tugwell & Adolf A. Berle, Jr.

Time: 41 minutes *Library #:*

Precis --Should Congress be held responsible for regulating corporations? Is corporate interest incompatible with public interest? Should corporations -- or the state -- provide health and welfare services? What is the "transcendtal margin"?

In this compelling "social audit" of America's corporations, the issue is whether corporations contribute to the public welfare, or respond only to the profit motive. A

Source: Center for Cassette Studies

Catalog #: CSD 1498

Price: $ 14.00

TASK I

1. WHY DO WE NEED ETHICS?

We need ethics to get the right perspective of what is right and wrong in moral situations. These conclusions are separate from the law and precede it.

TASK II

2. HOW DO WE ACCOUNT FOR THE FACT THAT AN ACTION THAT IS PRAISED IN ONE CULTURE MAY BE CONDEMNED IN ANOTHER?

Cultures vary according to the background, development and natural habitat of the particular culture such as social customs, religious rituals, mythology, attitutes toward nature and other people, this is called the cultural relativity. Somethimes the difference in behavior is attributable to a different way of viewing the same value or the observance of a religious belief or taboo.

3. BUT DOESN'T THE FACT OF SUCH GREAT DIFFERENCE IN BASIC ETHICAL JUDGMENTS MONG CULTURES CAUTION US AGAINST CLAIMING THAT ANY CULTURE IS BETTER THAN OTHERS?

What is wrong with a "better than" comparison is not that they dare to make value judgments about cultures but that they do so in a l-ose, sweeping manner and without specifying exactly what is being judged. Each culture must honor its own perspective on life and must not be condemned for any actions, we must reach out to others and strive to understand their views although explanation is not justification. The attitude that should permeate all our inquiry into other cultures is that that every culture is human and therefore no culture (including our own) is perfect, that every culture has its areas of moral sensitivity and insensitivity.
Judgment of others views involves not only the risk of error but also the risk of offending others. But the alternative is to evade judgment when judgment is needed and that is unworthy of thinking creatures or to feign approval where we secretely disapprove and that is deceitful.

4. IS THE BASIS FOR DECIDING MORAL VALUES WITH A CULTURE THE MAJORITY VIEW?

If the majority of the citizens of our country should decide that a particular action is right that very decision does not make the action right. A majority is nothing more than 51% or more of the individuals in a group and a majority view is less than perfect, for if 1% or 49% of the population can be shallow or prejudiced in their view of an issue so can 51% or 99%.

5. IF THE MAJORITY VIEW DOESN'T DETERMINE THE RIGHTNESS OF AN ACTION SHOULD EACH PERSON DECIDE ON THE BASIS OF HIS OWN FEELINGS, DESIRES, PREFERENCES?

Many people seem to think that "Doing your own thing" is a reasonable approach to morality. There are times when rebellion against the prevailing moral views of society is of benefit not only to the individual but to society itself, for example, St. Francis and Albert Schweither went against society's rules. But not only does every great person and every saint go against society's rules but so does every mugger, every wife-beater and child-molester. Since feelings, desires and preference can be either harmful or beneficial, they are obviously not accurate tools for analyzing moral issues, they need to be measured against some standard that will reveal their quality.

6. IS THE BASIS OF MORALITY THEN EACH PERSON OWN CONSCIENCE?

At no point in our lives can we say our conscience is completely under our direction since our conscience is shaped and conditioned by influences around us. There are three sources of conscience: our own creative efforts, our genes and our conditioning through early social training from parents which may be partly conscious and partly unconscious, also experiences in school, college and contact with people, TV, newspapers, condition us in our belief in what is right and wrong. True individuality and moral growth lie in questioning conscience, evaluating its prompting, purging it of bad influences and error.

7. IF THE MAJORITY ISN'T NECESSARILY RIGHT, FEELINGS CAN BE CAPRICIOUS AND CONSCIENCE IS IMPERFECT, HOW CAN THE MORAL QUALITY OF AN ACTION BE DETERMINED?

The positions: "The majority must be right", "Trust your feelings" and "Follow your conscience" confuse individuality with unwitting, uncritical dependence on other's views or on our conditioning. Every significant human action occurs directly or indirectly in a context of relationship with others and relationships usually imply obligations which bind a person ethically to live up to his agreement. There are also obligations of friendship, of citizenship, business obligations, etc. Obligations bind morally, which means they exist to be honored. To honor them is right, to dishonor them is wrong.
A second concern is the way actions serve or violate important ideals such as tolerance, compassion, loyalty, forgiveness, respect for persons, justice and fairness. A third consideration is with the consequences of the action which are good if they benefit people and bad are those which bring harm. The definition of right and wrong will reflect three considerations: The obligations that derive from the relationship, the ideals involved and the consequences of the action in question.

TASK III

8. WHAT DO WE DO IN SITUATIONS WHERE THERE IS MORE THAN A SINGLE OBLIGATION? HOW CAN WE RECONCILE CONFLICTING OBLIGATIONS?

In cases where two or more obligations are in conflict we have to consider the relative importance of each and give preference to the more important one. Whenever both can be partly served, they should be. Whenever only one can, the more important one should be.

9. HOW CAN WE RECONCILE CONFLICTS BETWEEN IDEALS OR BETWEEN AN IDEAL AND AN OBLIGATION?

In cases in which there is a conflict between ideals or between an ideal and an obligation we should choose the action which will achieve the greater good. Where the choice of action is such that no good can be achieved we should choose the action that will result in the lesser evil.

10. HOW DO WE DEAL WITH CASES IN WHICH THE EFFECTS ARE NOT NEATLY SEPARABLE INTO GOOD AND BAD BUT ARE MIXED?

In situations involving mixed effects, as in situations involving conflicting ideals, the morally preferable action is the one which will produce the greater good or lesser harm for this the various effects of an action have to be examined that is all the effects must be noted: direct, indirect, emotional, physical, delayed and immediate effects must be considered.

11. HOW DO WE DETERMINE WHETHER A PERSON IS RESPONSIBLE FOR HIS IMMORAL ACTIONS? ARE THERE DEGREES OF RESPONSIBILITY?

When a person knows the quality of the action and makes his choice free from any compulsion, he is morally responsible for the action. Moral guilt can exist only where there is prior knowledge of the wrongness of the action. The decision as to moral responsibility depends on the degree of understanding and the degree of freedom of choice. The moral guilt or innocence of the individual has no bearing on the moral quality of the act.

12. ARE THERE ANY MORE SOLID RULES OF BEHAVIOR THAN THE ONES WE HAVE CONSIDERED, ANY UNCHANING TRUTHS TO GUIDE US?

There are 4 moral principles:

1. Obligations should be followed. When two or more obligations are in conflict we should choose the more important one.

2. Ideals should be served. When they conflict among themselves or with obligations, we should choose the action which does the greater good.

3. Harmful actions should be avoided and beneficial ones achieved.

4. The person and action are separate. Our judgment of them should also be separate.

5. The principle of respect for human beings.

TASK IV

THE ISSUE OF ABORTION IS A QUESTION OF ETHICAL SIGNIFICANCE.

Does a woman having an abortion consider the various effects of her action? The direct effect of destroying a potential human being? The indirect effect which will condition us to take the loss of life, especially that of an unwanted life, as something normal maybe even desirable since I have heard people say that if all the aborted babys had lived they would have created another city the size of New York and who needs any more such crowds.

Unless the pregnancy jeopardizes a woman's life, a woman choosing abortion free from any compulsion is morally responsible for her act and since there are alternatives available she is morally guilty of murder.

Abortion violates very important principles. It is clearly harmful to the developing human being and to humanity as a whole, as it violates the ideal of respect for persons, it is not good and does not benefit people.

The question is what is the greater right? The right of the woman over her body or the right of the developing human, called a fetus? The more important one should be given preference which should be respect for human beings even if it is just in the developing stage. The woman will have her body back in the same condition than before her pregnancy if she does not have an abortion and the alternative of adoption is open to her. The fetus will have lost his life and the world will have lost a potential human being which might have done many good deeds, in any case, the decision to abort is irrevocable while the decision to carry the child till birth is just temporary.

It has been argued that a fetus or an embryo is not a human being and therefore it is allright to abort it, this is completely unrealistic since research has shown that within two weeks from the date of conception the developing human being has a heart that beats and limbs that move the only difference to a full term baby being the fact that it has not matured enough to be able to survive outside the mother's womb. If we take abortion so lightly that a woman can have a potential human being killed on demand just because it is inconvenient for her what will the next step in our moral degeneration be? Mercy killing of mental defectives to put them out of their misery, euthanasia for old people for the same reason? If we look at abortion as something desireable it will make us more callous towards the loss of life in general.

Of prime importance to anyone not wishing to have a child should be birth control which is freely available so there shouldn't even be any unwanted pregnancies, the other alternative would be adoption after the child is born since there are many families waiting to adopt a child so in a civilized society like ours abortion is not only immoral but should be unnecessary.

ETHICS FOR TODAY

L. H. Johnston

I. A Lost Consensus

A. Today is the day of frustration and broken lives of wide spread and often violent social conflict.

B. The loss of consensus arises from many causes, among them paradoxically are changes that enlarge our opportunities, changes that inter-reacting with our conditions create unwelcome as well as beneifically sex.

C. One cause of the loss of consensus is the conflict and disagreement about who gains and who suffers and about who should gain and suffer as these changes occur.

II. From Confidence to Uncertainty

A. Not every society experiences such marked disagreement as ours does about what is good and what is right. At least not with the sense of crisis so common today in our society. During the late 19 and early 20th century there was wide spread optimism, faith and confidence a few lonely voices in the 19th Century warned the west about dangerous trends and possible disaster ahead. But these prophets of gloom were largely discarded. There was a great confidence in science and a belief that it would be able to solve most problems rather quickly.

B. Then came World War II, the Cold War and war in Korea and Viet Nam and Southeast Asia. This story is well known and we need not dwell on it. As one moves around the world today, one detects uneasiness uncertainty, confusion and fear of the future.

C. In the late 1960s and early 1970s writers on the far left as well as those on the far right were highly critical of the society in which we live.

1. Herburt Marcuse,"I can't imagine," he said, "an intelligent and sincere man, who does not feel that opposition to this society is a necessity not just in political and philosophical terms that even in moral and biological terms."

D. The lost consensus is seen most clearly by two extreme and sharply contrasting views of the causes of the crisis we face.

4.27

1. The country is being undermined by rebellious youths and their allies among older people. These rebels are without respect loyality, patriotism and culture.

2. The country is ruled by a hypocritical establishment that talks about virtues and law and order but does not pratice what it preaches.

E. There are a number of thinkers in our society who believe that the prophesy of doom are unwarranted while admitting that there is danger when intelligence is applied without moral insight.

F. Charles A. Reich feels that a revolution is in the making. But that it will not be like the revolutions of the past. It will not require violence to succeed and it cannot be successfully resisted by violence The new outlook on life is spreading rapidly and our laws and institutions and social structure are reflecting this new conscientiousness.

III. What are the causes of the Crisis.

A. We can point at a lot of different things that may explain our crisis some of these are in the area of weak laws, racial conflict, taxation, political neglect of planning in our cities, the break down of homes home and family life, war in the military industrial complex. These things have aggravated the crisis of our times and have led to student unrest and major maladjustments and just disturbances.

IV. Scientific and Technological changes of a revolutionary nature.

A. The danger is that we may have learned how to control nature and split the adam before we have learned how to unite man-kind or establish a system of inter-national law with means for enforcement.

B. Before we had become adjusted to the industrial and technological revoluntion of the 19th Century we were ushered into the age of electronics, computors, automation, knowledge explosion, and the population explosion. Also the thermonuclear age and the space age.

V. Wide Spread Confusion and Disagreement about Moral Standards and Values

A. One explanation of the crisis is that people in general do not have or care about values at their scale of values has eroded and left them without any.

B. A large majority of young people, possibly as high as 90 per cent go from matriculation to graduation without any formal studies in the field of mortality.

VI. A Distorted view of the nature of man.

A. Civilzation is now in mortal danager becuase of a distorted view of man that has been growing in recent decades

1. The conduct of life by Louis Mumford has talked about the bias against the personal in recent western society, western man in his drive for profit and power and its pursuit of ojective knowledge in highly specialized fields and in the giantic industrial and military organizations has tended to ignor the unique and the personal.

VII. A serious crisis of belief

A. The direction of learning during the past century has been toward specialization and the result has been that the well rounded men the men of broad wisdom has tended to be replaced with narrow one gauged men, who easily develop blind spots.

B. Reductionism

1. This is the explanation of a whole by some simple unit or units it is closely related to specialization. One example, reduces human personality to physiology and then to physics and chemistry. or other real aspects. It has been called the nothing but attitude example, love is nothing but sex or mind is nothing but a determine mechanism.

C. Positivism

1. This outlook accepts as truth only that which is disclosed by the positive objective or natural sciences. It takes many forms but its simplest outlook, it accepts only what we see, hear, touch, taste and smell.

D. Subjectivism

1. This view is quite different from positivism. And asserts that conscienous being and their mental states are all we can affirm.

Value statements according to subjectivism express feeling and have no independent or object status. There is nothing right or wrong but thinking or feeling make it so.

E. Irrationalism

1. With our rejection of reason is the characteristic of uncertain times and may arise from various false methods of knowing. But more probably from lack of a balance of education. An upsurge of irrationality and an emphasis on sensuality and excitment are seen in the growing use of narcotics, obsession with sex and perversion of sex, increased gambling and a growing tendency to reguard violence as the solution of problems whether domestic, international, biological or political and economic in nature. We need greater emphasis on the values that hold us together. Back of every great civilization behind all the panoply of power and wealth is something as powerful as it is insubstantial a set of ideas, attitudes and convictions and the confidence that those ideas and convicitions are viable. If the light of belief flickers out than all the productive capacity and all the know how and all the power of the nations will be as nothing and the darkness will gather.

VIII. Institutions Grow Obsolete and Resist Change

A. A number of our leading institutions whether political, economic, scientific, education or religious are sharing a part of the responsibility for the crisis we face When a group of people have some interest or need in common they organize and set up an institution

B. Institutions can become problems and create strain and conflict in the society for two reasons.

1. As time goes on they tend to harden or become fix so they do not adapt to changing conditions. They may change and become ends in themselves.

2. Institutions are effected by faults similar to those we find in individuals. Individuals tend to be selfish or at the very least self-centered.

QUESTIONS AND PROJECTS

1. This summary is in response to Question No. 3

   There are several things that discourage me within the age that I live. Two of these trends is the trend of a great number of people within our society that are becoming dependant on the use of drugs to aid them in functioning from day to day, week to week, and year to year. The other trend is in the scope of the judicial system which has become lenient toward the approach of punishment for a person who has been found guilty by his peers for a crime that he has committed. Although recently there appears to be in the approach to punishment to an individual who has committed a crime rather than a passive approach to the problem.

2. This summary is in response to Question No. 4

   It appears to me that we as a highly sophisticated, scientific society our living with greater material wealth and with the increased computerization of our industries we have created more spare time to seek more pleasures and in turn we are creating more problems for ourselves in that we cannot occupy our active minds adequately with the addition of spare time the unwanting need for more material items and basically the non-existent need survive in a less sophisticated type of environment.

3. This summary is in response to Question No. 6

   It appears to me that this has to be really one of the best times in which to live because this is the only time in which we have to live.

Critical Essay of Foregoing Reading Material

With all the material and scientific knowledge we have accumulated in our western society it still is a great contrast to me that on the one hand we have the ability to solve enormous scientific problems but then on the other hand, we cannot find a suitable solution to free ourselves from the age old traditions and ways of making war against our fellow human beings. We do not necessarily as a society instigate wars or any other type of forced agression. Although on the other hand we have not found a way to suitably resolve the necessity for armed conflict. Also we have not found a suitable solution to combat the increasing number of large cities that have become less habitable because of decaying situations within those cities. It is my own opinion that we have become a trapped society and we are increasing feeling this pressure of confinment and this is reflected in the use of drugs. The accumulation of material wealth, which tends to give us a false security. I do not believe that all is lost within our society and I believe that the techincal problems of our soceity can be overcome that the emotional problems that we have created will take a long time to cure.

I. Steps in Ethical Inquiry.

A. The nexessity for decisions

1. This is a time when each individual must make many immediate decisions Some choices are important and cannot be long delayed. Otherwise time or other persons make an individuals decisions for him. When the problems we face cannot be solved by any one specialty. It's satisfactory and long termed solutions are to be found by men of broad knowledge, good will, wisdom and concern will be required to help men who come from many different background areas of interest.

2. Whereas there is an ever present necessity for moral judgment as previously stated Some acts are almost universally comdemned Other acts are received with wide spread acclaim

B. Six possible methods of approach to ethical inquiry. A survey

1 Shall we except the pronouncment of some external authority and make that relative for our lives.

2 Since our morals like our language and social institutions are the prodcut of long periods of development and adapation to change in their enviromental conditions, shall we place the emphasis on what is known as descriptive ethics.

3 A third step that may help in ethical inquiry is that of asking what light can be thrown upon our choices by study of ethical theories propounded in the past.

4. A line of inquiry in ethical studies of that is clarifying questions, meanings and issue by analysis of language and usage

5. A fifth mode of inquiry concerning questions about how to do better or to know and to meet obligations is that of scientific for factual investigation.

6. It is possible to apply the differences of opinions some form of sociological or psychological research as to who wants what and how many hold similar opinions.

C. A comprehensive and common sense approach.

1. Throughout the centuries higher education in the western world as well as in Oriental civilizations has been motivated by to main impulses.
   a. the desire to know for its own sake
   b. is the concern for the good life, full life and the welfare of the community.

II. The Development of Morality

A. Early group life and customary morality.

1. Customs ordinarily arise out of the needs of human life under specific conditions.

2. Some customs arise because of special incidents historical accidents or peculiar conditions.

3. The strength of customary or group morality, is its tendancy to develop a stable character. That functions with little friction in a relatively unchanging enviroment

4. Conflicts may also arise when the prevailing customs in a small community differs from that in a large community.

B. Statutory Law

1. In early society customs are all pervasive or at least a dominant.

2. Law will not pretend to say how friends can best conduct their friendship.

3. The law represents a refinement on the total body of customs in several respects.

C. The appeal to external authority

1. In the field of morals are views of right and wrong are first implanted in us by our parents, companions and teachers before we develop our own critical faculities.

D. The appeal to conscience

1. In the appeal to the conscience of the individual there are at least four strands of human experience. These strands are closely related but can distinguished for purposes of analysis.

a. There is the memory of the past experiences of the individual

b. The element in the development of conscience is the individuals awareness of the group or groups of which he is a part.

c. Is the inward development and the tendency in the human being to feel revulsion against acts believed to be injurious to himself or fellow man.

d. conscience especially is more mature persons is the element of reflection which accompanies moral judgment made in the light of some accepted moral standard.

III. Reflective Morality

A. Reflective morality is not a person who is totally moral if only he obeys the laws because they are laws.

IV. The Administration of Justice

A. The law of Retaliation

B. Compensation for offenses

C. The growth of administration of justice of a group not directly involved in the offense

V. Moral Progress among the Hebrews

A. Illustrations of the development of morality is taken from the

history of the early Hebrews.

VI. Nature, Human Nature and Freedom of Choice

A. The world beyond us. The world which men experience contains creative and constructive prossess of many kinds, as well as, distructive ones.

B. Human nature.

1. The orgin and development of morality has shown that morality is dynamic and that moral codes have changed as men have sought to meet the basic needs under changing conditions

C. Three views of human nature.

1. From some theologians who emphasize the inability of central man to do any good through his own efforts. Man's nature was said to be corrupt and civil and evil because of Adam's sin and fall.

2. The classical economist popularized the idea that under the economic inactivity man acts only in accord with his individual interest.

3. 19th Century biological science set forth the view that man is an animal.

D. Heredity and Enviromental conditions effecting man.

1. Heredity and enviroment is said that man is a product of these two.

E. Changeable and Enduring elements of man's nature.

1. The self includes those qualities and of uniqueness and duration through change that enabled the individual to say, I or me in connection with experiences that happened years ago, yesterday and today.

F. Misconceptions regarding selfishness and altruism

1. Two popular misconceptions have help confused the issue between selfishness and altruism.

a. The first is that selfishness is original in man's nature

b. Altruism is something artificial or added

G. Freedom of choice

1. Man is conscious of the fact that it is he who is conscious the growth of self-consciousness memory and immagination make possible a new creativeness and able man, a child of nature, to arise in some extent above nature.

H. Freedom as self-determinism

1. An interpretation of determinism that denies real freedom of choice does not premit an adequate account of many of the most significant elements in human experience, determinism as it applies to man, needs to permit recognition of degrees of self-determinism.

I. The Conscientiousness of Freedom

1. Sometimes we know just why we are acting as we do and still we feel free, the development of self-conscientiousness and intelligence and knowledge gives us a greater, rather than a lesser sense of freedom.

J. The sense of personal responsibility

1. Man is a creature who distinguishes between what is and what ought to be.

K. Moral judgements on the conduct and character of others

1. With the growth of intelligence and sense of freedom, there is increased of responsibility. Responsibility has a future bearing as well as a retrospective one.

L. The fact of deliberation or reflective thinking

1. In human deliberation sometime different takes place. After censory or additional solutions they may be a prolonged delay while further thought is given to the situation and many

relevant factors are recalled and evaluated.

M. How free is man

1. With the growth of intelligence and knowledge there is an increase in freedom. If in a crisis a man knows or can think of only one thing to do he is not free.

VII. Right is Right

A. A wide range of conditions influence human conduct with the growth of self-conscientiousness and intelligence and knowledge man's conduct can be brought more and more under his own conscious control. Within limits man has freedom of choice and is master of his destiny.

B. The basic moral postulate

1. In moral philosophy or the field of ethics the basic moral postulate is the worth of the persons of men and women. This fundamental value judgment may be stated in many different ways including the dignity of man, reverence of life, respect for persons and the like. The postulate of the worth of persons is as basic immorality as the postulate of predictive informity in the relm of science

C. Some moral guide-lines.

1. Morality is obseverance of the laws of wholesome living to be moral is to be within ones capacities, intelligent and social minded, the process of living.

D. The generalization and other principles.

1. Not everyone under all circumstances must act in the same way. Circumstances do alter cases in some persons depending on age, sex, state of health, position, special responsibilities and the like have obligations or duties that do not rest on other persons under different conditions.

E. Motives, Means and consequences.

1. In the appraisal of conduct we talk about motives, means and

consequences. A motive is the dominant desire, a desire that causes a person to act. The means are the steps or ways by which he plans to arrive at some end or goal. The consequences are the results that flow from a specific action.

F. An example of reflective morality.

1. Reflective morality consists not only of forming judgments but of setting forth the reasons for ones moral judgments when a moral problem confronts him, a morality mature person will examine and carefully consider the motives, means and consequences involved in the selection of each of the possible lines of action.

VIII. Do moral judgments express knowledge or feeling

A. Three elements in a judgment

1. There are three elements that can be distinguished in any judgment.

a. There is first the person who makes the judgments and who can be called the subject or agent.

b there is second judgment passed, the opinion or pronouncement the judgment make take many forms It may be positive or negative or it may attempt to compare things

c The oject about which the judgment is made, the object may be a number, an item, a flower, the quality of something a person or persons, an institution or civilization.

2. Subjectivism versus Objectivism in Ethics

a. The term subjectivism refers to that which pertains to the subject knower or the self

b. In contrast the objective is external rather than internal in that its existence is uneffected by ones thoughts, feelings and emotions.

3. The historical relativity of morals

a. Morals have been with us throughout time. In varying degrees

4. Language and Emotive meanings

a. Through language and barriers of language certain words

and phrases may mean different things in different languages as applied to the ethical and moral interpretations of certain writers.

IX. Kant and some later institutionists

A Immanuel Kant, 1724 - 1804
Kant took the assumtion that we do indeed have genuine knowledge in both science and morality.

B. That essential role or reason in ethics

1 Kant believed that there are also three conditions of moral endeavor.

C. Action for the sake of universal principles.

1. Kant reasoned immorality requires that one act always in accordance with and for the sake of unviersal applicable principles act only on that maxium whereby cansts. At the same time will that it should become a universal law.

D. The principles of autonomy

1. The principle of autonomy does imply at the same time that man has the freedom to choose.

E. The primacy of duty over inclinations

1. Inclinations and pleasures are capricious they vary from time to time and from place to place. What pleases one person may displease another.

F. The Centrality of motive to morality

1 The true object of reason is to produce a will that is good in itself since nothing else is always and necessarily good

G Evaluation of Kant's ethics

1. Kant is to be commended for stresses rationality and the use of reason in the fundamental formulation of moral judgments to live by reason, to be consistent and to respect the worth of persons are sound principles

H. Later intuitionism and the ethics of duty

1. Over the years moral philosophers has sought some unifying

principles that underlie acts that are right and obligatory.

X. Pleasure and happiness as the end of life

A. Propents and types of hedonism

1. Hinduism dates back at least two aristippus
2. Hinduism takes a number of forms
   a. philosophical hinduism
   b. ethical hinduism
3. The utilitarianism of Jeremy Bentham.
   a. The utilitarian movement, the revival of Hinduism in the late 18th and 19th Centuries. Grew out of the wretched conditions that existed in England as a result of revoluntions and wars. Jeremy Bentham lived through the period of the American revoluntion and French revoluntion there in natolenoic wars. And the early stages of the industrial revolution
4. The utilitarianism of John Stewart Mill
   a. The most important change that Mill made in utilitarianism was to add a qualitive standard to Bentham's quantitive standard. It was quite compatible with the principles of utilitary to recognize the fact that some kinds of pleasure are more desirable and more valuable then others.
5. Aren't we always to seek happiness or pleasure?
   A. We do in fact often obtain life on the merits of a course of action by asking whether it leads to unwanted outcomes Unhappiness and pain indicate that something in ourselves or in our enviroment is wrong and needs to be changed

XI. Nature as the standard.

A. Darwin's ethics. Darwins contributions was impart to assemble by long and careful investigation a mass of evidence from which he concluded that present day species have evolved from earlier forms of life. He drew his evidence from compartive anatomy, embryology vestigial remains and data on geographical distribution of life forms.

His resulting theory of natural selection focased attention on four points

1. Heredity, parents produce off-spring more or less like themselves like tends to begat like

2 variations, no two off springs are exactly alike. They are always small differences

3. The struggle for existence, food supply increases by simple addition and more production that popultion increased by compounding each generation producing larger numbers than the proceeding one.

B. The survival of the fittest in the struggle for existence only those best adapted to the enviroment survive.

C. Spencer and later evolutionists

1. Herbert Spencer

Herbert Spencer had an unshakeable conviction that the nature laws of the evolutionary process itself lead in the direction of the good.

D. The self as power and will Nietzsche

1. Nietzsche proposed a robust morality in which its strongest succeed and might is defended as right

THE RANGE OF ETHICS

I. The Place of Morality in Contemporary Society

A. How civilized is our civilization

1. Western man is accustomed to ascendancy. He thinks of himself as having brought civilization to its highest point. Both his ascendancy and the high hypothesis upon which it rests are now on trial.

2. Western civilization is not a white civilization by any means but it is strongly fermented by the nature of white supremacy.

3. Western civilization for the past five centuries at least western man has dominated the course of world history.

4. Western man's material hertiage derived from many earlier Mediterranenan civilizations such as those of the Persians, Egyptians, Phoenicians and of course the Greeks and Romans.

5. Western man's spiritual hertiage derived from Judaism from the humanism of the ancient Greeks and from the teachings of Jesus Christ.

6. The fatal weakness of western man has been his instability acquisitiveness and his inability to live at peace with himself.

B. In contrast to the materialistic development of Western Civilization most of the great Asian civilizations turned inward. Emphasizing man's spiritual development rather than his material progress.

1. Man turned inward because his harsh physical enviroment compelled him to seek solace in contemplation.

2. Under the impact of the Asian revolution this pattern is rapidly changing most markedly in China.

3. Most students of history would agree that the Soviet Union belonged to the Western world even though it had been subjected to Asian influence and geographically was as much a part of Asian as of Europe.

4. The Soviet Union is now a multi-national state rather than a European nation with a colonial empire in Asia.

5. Soviet man has detached himself from the West. He conceives of western man as his enemy yet the realistic standards by which he measures his accomplishments are largely materialistic standards of the west.

6. We have betrayed the Judian Christian hertiage, Soviet man has rejected it althogether.

C. The dawn of the atomic age robbed physical power of its significance as an instrument of rational policy.

1. The so called nuclear stalemate by the simile of two scorpions in a battle ingores that all important fact that if the two great antagonists annihilate each other they will also kill off the human race.

2. Logically the nuclear stale-mate should provide a guarantee against race suicide. But the history of man does not follow the course of logic

3. Fear is the great enemy of reason. Fear of the madman Hitler produced an atomic weapon led the Angleo Saxon democracies to open Pandora's box of atomic weaponry.

4. Soviet leadership cherishes the illusions that the banning of nuclear weapons could restore the old order in which the communist massive conventional armanents would leave them supreme.

5. Western leadership cherishes the mirage of a limited nuclear war. The war in which the Russians would graciously permit us to use just enough nuclear weapons to off set their conventional superiority.

6. The western policy of nuclear deterrents assumes the risk of nuclear war are preferable to any substantial further expansion of the sino-soviet orbit.

7. If western man, who wishes to survive, he will have to learn and learn very quickly how to live in and with a world which has forever escaped from his control.

8. The communist power of attraction dervies from their nearest to proverty. From the fact that they have only recently lifted themselves out of illiteracy.

II. The Development of morality

A. Range of moral differences.

1. It has become a matter of common knowledge that people's standard's their action moral roles and ideas about good and bad behavior vary enormously.

B. Common needs, common social contacts, common psychological processes are bound to provide some common frame work for the wide variety of human behaviors that different cultures have developed.

III. Human Nature and Human Conduct

A. Can human nature be changed

1. Human nature can be changed and we do not assert that man by nature is inherently distructive and only secondary constructive. Nor do we agree that inherently he is both good and bad. Rather do we believe that in all human beings there is a potentiality as a life long tendancy and direction to realize and to fulfill his possibilities as a human being as a particular human being as circumstances permit.

2. We can transform adams into tremendous sources of energy wide areas of water into land, barrén deserts into soil but can we change human nature.

3. Human nature is a different one. We are convinced of man's inherent potentiality to be human.

4. In a somewhat paradoxical formula we can say the unchangeable element in man is his freedome to change himself and his world it is not an unlimited freedom.

5. To heal man does not mean to change the unchangeable in his nature. It does not mean to deprive him of his freedome to

contridict himself.

6. Those people who are convinced that human nature cannot change usually have not only a static but a pessimistic view of man.

IV. Why right is right

1. The nature of the right and the good

A. in all the world and in all of life there is nothing more important to determine than what is right.

B. Whatever is decidable or can be determine by deliberation is right or wrong

C. On the question what is right and what is wroing sensible and civilized people decided that there is no justicification for punishing honest errors of judgment. They are also likely to insist upon the previlage of each to the right as it is given him to see the right.

D. No act would be called right if nothing but bad results could be expected from it. And to comdemn as wrong an act which could not possibly lead to anything but good would surely be a puritanical assumation, which we should reject

E. The root of goodness and badness in life lies in the fact that humans like other animals enjoy and suffer and find the quality of experience as it comes to them gratify or grievous

F. No act can be determined as right or wrong without reference to consequence of it as good or bad.

V. Moral standards and how we test them

1. An example of ethical thinking.

A. An example of ethical thinking is in the play Socrates the patron saint of moral philosophy This is in the opening of Plato's dialouge the Crito. This gives the complete account of reasoning and how reasoning is arrived at.

2. To test of ethical principles

A. There are two important tests that ethical statements or principles must pass in order to be tenable. Constancy and generality.

B. In consistent ethical statments are like this they do not set forth any definite statement about what kind of thing or conduct is desirable or right. Such statements can serve no purpose.

C Generality It is universal in the sense it is a statement about every case of a certain sort or about everybody Thus in our case the general statement is about what all parents should do.

IV. Custom Law and Appeals to Moral Authority

1. On the diversity of morals

A. In the actual content of morals it is consist of measure of similarity in certain genertic ethical relationships and with a certain unity of direction. Recognizable in the historical development of morality. Morality is universal in the former sense that everywhere we find rules of conduct. Prescribed what is to be done or not to be done or some conception of a good going beyond what is desired at the moment in the light of which the immediate impulse or desire is controlled. Variations may be provisionally grouped as follows.

1. Variations in the range of persons to whom moral rules are held to be appicable
2. Variations arrving from differences of opinion or knowledge regarding the non-moral qualities of acts or their consequences.
3. Variations do to the different moral imput of the same act in different social situations and institutional context.
4. Variations do to differences in emphasis or balance of the different element in the moral life
5 Variations arising from the possibility of alternative ways of satisfying primary needs

6 Variations do to differences of moral insight and general level of development moral and intellectual

VII. Individualims and Relatizism in morals

1. Naive subjectivism

A. Naive subjectivism is theory that moral judgments are subjective. They are statments to the effect that the person who makes the judgments has or tends to have a certain feeling or attitude toward a certain object. There is a great difference in opinion what may subjectivism is.

1. It is very commonly maintained by subjectivists that moral judgments must be merely subjective since moral disputes are undecidable in the sense that nothing can be done to prove the views of one side and disprove those of the other If moral judgments were objective claims this would not be so.

2. The arguments against naive subjectivism are as varied as the arguments for naive subjectivism.

VIII. Kant and the Search for Standard

1. The supreme principle of morality

A everyone must admit that if a law is to have moral force it is to the basis of an obligation It must carry with it absolute necesity that for example, the precept "thou shall not lie" is not valid for men alone As if other rational beings had no need to observe it and so with all the other moral laws properly so called that therefore the basis of obligation must not be sought in the nature of man. Or in the circumstances in the world in which he is placed.

THE PHILE

→ 1/00.3 → Some Principles of Thinking

Performance objective(s): to answer these three questions:

- How do the laws of physics contradict the rules of language?
- What is the distinction between knowledge and wisdom?
- How did language begin?

Time: 1 hour

Student materials: paper and pencil

Other materials: Bohm, Peat, & Buckley: "The Meaning of Thought," an audio-cassette produced by the Center for Cassette Studies, 8110 Webb Ave. N. Hollywood, CA 91605. $15. A copy is available at the college library; ask for cassette

You should listen to the recording, taking outline-notes; write answers to the qhestions listed above. Your paper should be brief, neat, and complete. To aid your listening...

When we say, "It is raining," the noun "it" doesn't represent a specific thing but a whole complex process by which moisture rises and then falls in the form of raindrops. In this sense, says Prof. David Bohm, thought is "it." Professors David Peat and Paul Buckley then point out the distinction between the content of thought and the reality of thought, a distinction that is picked up and elaborated further in a discussion of the relationship between language and modes of thought and the metaphorical nature of both.

THE PHILE

→ 3/112.1 → The New Superstitions

Performance objective(s): to answer these three questions:

- What economic factor has encouraged obscurantism?
- When did Eastern mysticism first come into vogue?
- In what sense is acupuncture a confidence trick?

Time: 1 hour

Student materials: paper and pencil.

Other materials: George Steiner: "The New Superstitions," an audio-cassette produced by the Center for Cassette Studies, 8110 Webb Ave, N. Hollywood, CA 91605. $15. A copy is available at the college library; ask for cassette

You should listen to the recording, taking outline-notes; write answers to the questions listed above. Your paper should be brief, neat, and complete. To aid your listening...

In a world without God or saints or angels, to whom do we turn for that benevolent surveillance that the holy figures of religion once provided? We turn to "the little green men," says George Steiner, those figments manufactured by the "mystery-mongers" of astrology, parapsychology, Orientalism, and the occult. Indeed, Dr. Steiner argues that Western culture, in its present crisis of confidence, is now more vulnerable than it has ever been since the Middle Ages to the blandishments of the various "cults of unreason."

4.50

For 5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

THE PHILE

→ 1/00.4 → A Definition of Information

Performance objective(s): (unspecified)

Prerequisite: English composition *Time:* 1 hr

Student materials: paper and pencil. Other materials: "A Definition of Information", an audiocassette produced by the Center of Cassette Studies, 8110 Webb Ave, N. Hollywood, CA 91605. $10. A copy is available at the college library; ask for cassette

Listen to the recording, taking outline-notes; write a brief paper, giving your reaction to the conversation.

Psychiatrist Vivian Rakoff, philosophy professor Lionel Rubinoff and political scientist James Eayrs discuss the nature of the information to which modern man is exposed.

THE PHILE

→ 1/70.3 → Language and Meaning

Performance objective(s): answer--How does cultural experience affect communication? Is voice quality indicative of personality? Can speech be divorced from body motion? Why is language structure the key to unserstanding meaning?

Prerequisite: *Time:* 2 hr

Student materials: paper and pencil. Other materials: Smith: "Language and Meaning" an audiocassette produced by the Center for Cassette Studies, 8110 Webb Ave, N. Hollywood, CA 91605. $10. A copy is available at the College library; ask for cassette.

You should listen to the recording, taking outline-notes; write answers to the questions above. Your paper should be brief, neat, and complete.

Linguist Henry Lee Smith asserts that communications is the interaction of people through language, para-language, and kinetics and he demonstrates how this fact can be applied to psychiatry and to understanding people in general.

4.51

For 5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

THE PHILE

→ 1/00.5 → A Logician's Feelings

Performance objective(s): portray the typical attitude of a problem-solver

Prerequisite:

Time: 7 hours

Student materials: paper, pencil. Other materials: Juster: The Dot and the Line. Random House, New York. [A copy is in the college library. Its call umber is 817.54/J982d.]

This book tells a mathematical fable. Read it through quickly, just for fun.

Now, write. Most of the book is composed of a (left) page, containing words and a (right) page with a drawing. For each pair of pages, write a full page [1/3 page, if you're typing] giving the meaning of the passage in your own words and commenting on the content. Study the words used very carefully--consulting the Oxford English Dictionary to get the full import of their meaning.

There are a few pages in the center of the book that contain drawings and a single word. Each of these pages should be interpreted (one page each); consider the Oxford Dictionary's definition in relation to the book's content.

Remember, we're not asking you to accept the book's attitude; just demonstrate that you understand it.

THE PHILE

→ 1/71.1 → Studying Symbolic Logic

Performance objective(s): demonstrate preparedness for undertaking the study of symbolic logic

Prerequisite:

Time: 45 hours

Student materials: paper, pencil, Fred R. Berger: Studying Symbolic Logic. Prentice-Hall, Inc. Englewood Cliffs, NJ

This text is to be detail-outlined. (Hint: the table of contents provides the basic structure of a good outline.) The outline should be neatly-done in "Harvard Form".

4.52

For 5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

THE PHILE

→ 1/70.2 → The Meaning of Meanings

Performance objective(s): Distinguish between verbal and non-verbal communication

Prerequisite: *Time:* 2 hr.

Student materials: paper and pencil. Other material: "The Meaning of Meanings", an audiocassette produced by the Center for Cassette Studies, 8110 Webb Ave., N. Hollywood, CA 91605. $10. A copy is available at the college library; ask for cassette

You should listen to the recording, taking outline-notes; write a brief, neat paper telling how you distinguish between verbal and non-verbal communication, giving examples. Then suggest methods of cross-checking between the two for consistency. To aid your listening...

Deals primarily with that area known as meta-language or the meanings behind the meanings of verbal and non-verbal exchanges. Part of the program is an entertaining and revealing presentation by Gerard Nierenberg, of the Institute of General Semantics, about what our meta-linguistic tactics reveal about ourselves and do to others. Also featured is an equally revealing presentation by Russell Jennings about passive communications.

THE PHILE

→ 1/40.1 → Language

Performance objective(s): give a brief outline of Benjamin Lee Wharf's accomplishments and tell what extent language shapes our perceptions.

Prerequisite: *Time:* 2 hr.

Student materials: paper and pencil. Other materials: Max Black: "Language" an audiocassette produced by the center for Cassette Studies, 8110 Webb Ave., N. Hollywood, CA 91605. $10. A copy is available at the College library; ask for cassette

You should listen to the recording, taking outline-notes; write a brief, neat paper, telling of Wharf's accomplishements and telling how--and to what extent--language influences our perceptions. To aid your listening...

Max Black, professor of philosophy at Cornell University and author of many books on language and meaning, and Richard Schoeck, head of the Department of English, St. Michael's College, University of Toronto, discuss the work of Benjamin Lee Wharf, U.S. pioneer in language theory, and explore the extent to which perception of the world is shaped by language.

4.53

For 5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

THE PHILE

→ 1/70.4 → Language and Linguistics

Performance objective(s): answer--Do all people have the same concepts of the physical world? Does language help to correctly delineate alternatives in life? How are grammatical patterns a constraint? What are the functions of kinesics and paralanguage?

Prerequisite: *Time:* 2 hr.

Student materials: paper and pencil. Other materials: Henry Lee Smith: "Language and Linguistics" an audiocassette produced by the Center for Cassette Studies, 8110 Webb Ave, N. Hollywood, CA 91605. $10. A copy is available at the college library; ask for cassette

You should listen to the recording, taking outline-notes; write answers to the questions above. Your paper should be brief, neat, and complete. To aid your listening...

The importance of language is the theme of this program which explains how language functions. Dr. Smith dispels popular misconceptions about words and demonstrates how a language reflects concepts within a culture. Language, a unique characteristic of humanity, has distinct patterns. Analysis of those patterns provides a thread for the program.

THE PHILE

→ →

Performance objective(s):

Prerequisite: *Time:*

Student materials:

4.54

For 5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

THE PHILE

+ 2/335.1 → The Art of Interviewing

Performance objective(s): to answer the questions listed below:

- What is the "pyramid approach" to an interview?
- What is the "psychological field" of an interview?
- What is a "filter" question?
- What is the "motivational motion" of an interviewee?
- What are the four levels of meaning in communication?
- What are the "probe techniques" used by a good interviewer?
- What is an "appraisal interview"?
- How was the "summary technique" developed?

Time: 2 hr.

Student materials: paper and pencil.

Other materials: James L. Hofford: "The Art of Interviewing," two audio-cassettes produced by the Center for Cassette Studies, 8110 Webb Ave, N. Hollywood, CA 91605. $30. Copies are available at the college library; ask for cassettes

You should listen to the tapes, taking outline-notes; write answers to the questions listed above. Your paper should be brief, neat, and complete. To aid your listening...

Dr. James L. Hofford explains how to conduct a job interview.
Most people think of interviews as a simple matter of asking questions and getting answers. This is not the case, insists Dr. James L. Hofford, of Boston State University's Speech Department, who shows here that interviewing is not only an art but a science as well. In this program he explains the basic principles of business interviewing before going on to explain the most effective techniques in preparing for and carrying through the three crucial phases of an interview.

Dr. Hofford analyzes some of the barriers to a good interview.
According to Dr. Hofford, the biggest single barrier to interpersonal communication is the tendency to judge, or pre-judge, the statements of another. This impediment to understanding manifests itself in various ways in the course of an interview, all of which are here examined by Dr. Hofford, who then explains the ways and means by which an interviewer can lower those barriers.

THE PHILE

→ →

Performance objective(s):

Prerequisite: *Time:*

Student materials:

4.55

For 5" x 8" format, cut along dotted lines. *For current update, consult:* Greenbook Abstract

THE PHILE

→2/500.2 → The Meaning of Tradition in Science

Performance objective(s): answer--What is the most efficient instrument of tradition? When did mathematics enter the science of astronomy? What do science and art have in common?

Prerequisite: *Time:* 2 hr.

Student materials: paper and pencil. Other materials: Werner Heisenberg: "The Meaning of Tradition in Science," an audiocassette produced by the Center for Cassette Studies, 8110 Webb Ave., N. Hollywood, CA 91605. $10. A copy is available at the college library; ask for cassette

You should listen to the recording, taking outline-notes; write answers to the questions above. Your paper should be brief, neat, and complete. To aid your listening... Heisenberg is one of the giants of modern physics. Born in Wurzburd, Germany, in 1901, he published his ground-breaking paper on the new matrix mechanics at the age of 24, and he was awarded the Nobel Prize in physics when only 31. In this program he reads excerpts from his autobiography, Physics and Beyond, and discusses the meaning of tradition in science, especially in terms of the shifting philosophical concepts underlying scientific inquiry. In particular, he explores the extent to which scientific procedures and methods have been influenced by their philosophical framework.

THE PHILE

→ 2/820.1 → Dr. Watson Meets Sherlock Holmes

Performance objective(s): to answer--Why are the adventures of Sherlock Holmes so popular? What emotional forces brought Watson & Holmes together? Should life or art ever be reduced by means of logic? What is the difference between deductive and inductive reasoning?

Prerequisite: *Time:* 1 hr.

Student materials: paper and pencil. Other materials: "Dr. Watson Meets Sherlock Holmes" an audiocassette produced by the Center for Cassette Studies, 8110 Webb Ave. N. Hollywood CA 91605. $10. A copy is available at the college library; ask for cassette

You should listen to the recording, making outline-notes; write answers to the questions above. Your paper should be brief, neat, and complete. To aid your listening...

In 1886, Arthur Conan Doyle was practicing medicine quite unsuccessfully in Southsea, a suburb of Portsmouth, England when he created the two now famous characters of his stories. The first was named Sherlock Holmes and was patterned after Edgar Allan Poe's Dupin. He called the other Dr. Watson, a character very much like himself. In this story, we gain great insight into the fondness Holmes has for his companion.

4.56

STUDENT _____ COURSE _____ ( ) INVALID

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Theorem _____ Exercise _____ Page _____ ( ) STANDARD

( ) ELEGANT! by _____

1 Show _____ 1

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Evaluation comments _____

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Refer to text, §_____, *p.* _____.

4.57

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Oleanna Math Program

OLEANNA MATH PROGRAM

Previous ERIC publications:

Oleanna Math Program Materials, ED 103 088
Oleanna Math Program Smorgasbord, ED 103 089

Pp. 5.2-5.11: Course Outline and Syllabus for a slightly improved probability section and a greatly improved statistics section, replacing the version of Probability & Statistics originally presented in Oleanna Math Program Materials. This version develops a two track course (general and business), using two Addison-Wesley texts, Runyan's Descriptive Statistics and Brite's Introduction to Business Statistics. My first follow-up interviews with recently-transferred juniors indicate that retention is better and that applications are more easily worked into "real" problems of statistical applications and interpretations.

Pp. 5.12-5.16: Course Outline and Syllabus for new course: Finite Mathematics.

Pp. 5.17-5.20: Course Outline and Syllabus for new course: Introduction to Analysis; ie. applied calculus.

Pp. 5.21-5.22: minor modifications to the calculus syllabus originally presented in Oleanna Math Program Materials. Introduces first of several "backup" items; more items are now being evaluated.

Pp. 5.23-5.25: minor modifications for Oleanna Math Program Smorgasbord.

Oleanna Math Program

PROBABILITY AND STATISTICS. Course Outline
by Walter A. Coole, Skagit Valley College

Skagit Valley College Course Number: Mathematics 108

Quarter credits: 5 Semester credits: 3

Average student completion time: 165 hours

Goal. Upon completion of this course, the student should be able to retrieve and apply the basic principles of probability theory and statistical techniques to solving problems of empirical research; he should also be able to read standard scientific-mathematical treatises critically.

Performance objectives. There are six units (18 lessons) in this course. Lesson objectives are given thus...the student should be able to...

1. perform arithmetic and algebraic computations in subsequent lessons easily
2. express relative frequency in terms of sets and set-counts
3. describe sample spaces mathematically
4. calculate complementary events
5. compute conditional probabilities
6. recall and apply principles for calculating the probabilities of dependent and independent events
7. recall and apply principles by which unions of events may be computed
8. apply the principle of binomial distributions to calculating probabilities in appropriate situations
9. compute permutations and combinations
10. interpret: summation notation, quantitative and qualitative variables; solve summation, portion and percentage problems
11. describe frequency distributions
12. compute percentiles
13. compute measures of central tendency
14. compute measures of dispersion
15. compute standard deviations and compare distributions
16. transform nonnormal distribution scores into normally distributed variables
17. correlate quantitative and ordinal variables
18. compute regressions and mathematical predictions

Enrichment and personalization. There is a specialized version of this course provided for students with business applications in mind. A more generalized version if available for students with applications;

e.g., behavioral sciences, education, nursing, biology.

In order to articulate fully with receiving senior institutions, various optional projects are provided--usually in terms of "a project".

Entry

The student entering this course should be able to recall easily and apply, all of the principles and techniques treated in high school mathematics sequences through intermediate algebra. In addition, he/she should be able to:

i. read and follow moderately difficult instructions
ii. state his/her educational objectives in simple, coherent terms
iii. study systematically and diligently

Student materials

Boyd, Earl: Introduction to Probability. N.Y. McGraw-Hill. 1969

Either:

Runyon, Richard P. Descriptive Statistics. Reading, MA Addison-Wesley. 1977

Or:

Brite, Robert L. Introduction to Business Statistics. Reading, Ma Addison-Wesley. 1977

Coole: Syllabus for Elementary Probability & Statistics.

(Optional) Runyon, Richard P. Winning with Statistics. Reading MA. Addison-Wesley. 1977

Other Material required:

Boyd, Earl: Instructor's Manual for Introduction to Probability. N.Y. McGraw-Hill. 1969

Runyon, Richard P. Test Booklet to Accompany Descriptive Statistics.

Brite, Robert L. Instructor's Manual for Introduction to Business Statistics.

Oleanna Math Program Smorgasbord.

Teacher preparation

Study student materials, 2nd instructor's manuals.

Oleanna Math Program

SYLLABUS FOR ELEMENTARY PROBABILITY & STATISTICS by Walter A. Coole, Skagit Valley College

GOAL. When you complete this course of study, you should be capable of retrieving and applying basic principles of probability theory and statistical techniques to solving problems of empirical research; also, you are expected to be able to read standard scientific-mathematical treatises critically.

The course is separated into four units of study. Unit I will deal specifically with probability; Units II, III, & IV with statistics.

While we will concentrate on your learning about practical applications, principles will not be neglected; understanding principles will help you in applying probability and statistical theory to problems not dealt with within this course.

Planning your way through the course

On PP 3-4, you'll see charts giving text assignments, completion-planing, actual competions, and performance records.

Please copy from the bulletin board, unit completion-date requirements into the spaces marked, IN PENCIL.

Now, get a calendar.

Plan completions of lessons for each unit, by dividing up the time available and accounting for predictable events in upcoming schedules. REMEMBER: maintaining the required completion schedule is a part of the course requirements--if you fall behind this schedule, you're subject to a failing grade, effective at the time you fell behind schedule.

You are required to complete your final examination by the date specified. This completion entitles you to a grade of "B". If you haven't completed extra work for an "A", you have 11 weeks after the final examination due-date to complete the work and turn it in; your grade will be raised without re-registration.

A-Projects

You may coach or undertake extra work for a grade of A.

For coaching, see instructor.

Extra learning projects are provided in the "Smorgasbord". To gain a grade of "A", you are required to perform 15 extra hours' work.

If you're planning to apply this course as a prerequisite for entry to upper division or graduate work at a senior institution, you'll find notations on the back of Smorgasbord items:

4/6.1	Statistics in the Behavioral Sciences (nursing, also)
4/2.4	Advanced Business Statistics
1/30	Interpreting Statistics
1/42	Statistical Applications
1/43	Statistical Reasoning
1/44	Nonparametric Statistics

Please order the texts for these projects immediately--they take several weeks to arrive.

COURSE PLANNING CHART

Unit	Lesson	Plan to Complete	Actual Completion	Score	Syllabus (page)	Introduction to Probability	Assignment Descriptive Statistics	Introduction to Business Statistics
I	1			T=		pp. v-x, Ch. I	I	I
	2					II		
	3					III		
	4					IV		
	5					V		
	6					VI		
	7					VII		
	8					VIII		
Unit test								
II	9						II	II, III
	10						III	IV, V
	11						IV	VI, VII
Unit test								

ENTER UNIT COMPLETION DUE-DATES HERE

5.6

--3--

Unit	Lesson	Plan to Complete	Actual Completion	Score	Syllabus (page)	Introduction to Probability	Assignment Descriptive Statistics	Introduction to Business Statistics
III	12						V	VIII, IX
	13						VI	X, XI
	14						VII	XII, XIII
	Unit test							
IV	15						VIII	XIV, XV
	16						IX	XVI, XVII
	17						X	XVIII, XIX
	Unit test							

ENTER UNIT COMPLETION DUE-DATES HERE

UNIT I

Lesson 1

Your objective for this lesson will be to be able to express relative frequency in terms of sets and set-counts. You will begin by reviewing your arithmetic and algebra and gaining an overview of the course.

If at all possible, you should complete this lesson by the first scheduled conference you are to attend.

Assignment

a. Read Introduction to Probability, pp. v-x.
b. Complete the brief presentation of set theory in the Appendix, pp. 245-259.
c. Try to complete the self-test on page 17. The answers are on page 251.
   Record your score (%) _____ This is your beginning mastery-level.
d. Complete frames 1-75, pp. 1-16.
e. Complete the post-test, p. 17. Record your mastery-level (%)

   R = _____

f. Which statistics text are you using?

Descriptive Statistics	Introduction to Business Statistics
Complete Chapter I. pp. 9-11. Take the Chapter Test	Complete Chapter I. odd-numbered Solve the problems at the end of the chapter, pp. 7-8.
Score yourself according answers on pages 166-167.	Score yourself according to the answers, page 319.

g. Write the percent correct S = _____

   Take an average: $\frac{R + S}{2}$ = _____ = T

   Write T in the course planning chart.

   Write the date of actual completion. Is it before or after you planned?

Lesson 2

Your objective for this lesson will be to be able to describe sample spaces mathematically.

PRE-TEST: Introduction to Probability, Self-test II, p. 39.

Score:_____

ASSIGNMENT: Frames 76-150, pp. 19-39.

POST-TEST: Self-Test II, p. 39.

Completion Score:_____

Lesson 3

Your objective for this lesson will be to be able to calculate complementary events from event data.

PRE-TEST: Introduction to Probability, Self-Test III, pp. 61-62.

Score:_____

ASSIGNMENT: Frames 151-235, pp. 41-61.

POST-TEST: Self-Test III, pp. 61-62.

Completion Score:_____

Lesson 4

Your objective for this lesson will be to be able to calculate conditional probabilities.

PRE-TEST: Introduction to Probability, Self-Test IV, pp. 101-102.

Score:_____

ASSIGNMENT: Frames 236-408, pp. 63-101.

POST-TEST: Self-Test IV, pp. 101-102.

Completion Score:_____

Lesson 5

Your objective for this lesson will be to be able to recall and apply principles for calculating probabilities of dependent and independent events from sufficient data given.

PRE-TEST: Introduction to Probability, Self-test V, pp. 140-141. Score:_____

ASSIGNMENT: Frames 409-583, pp. 103-140.

POST-TEST: Self-Test V, pp. 140-141. Score:_____

Lesson 6

Your objective: to be able to recall and to apply principles by which event-unions are computed.

PRE-TEST: Introduction to Probability, Self-Test VI, pp. 158-159. Score: _____

ASSIGNMENT: Frames 584-660, pp. 141-158.

POST-TEST: Self-Test VI, pp. 158-159. Score:_____

Lesson 7

Your objective for this lesson will be to be able to apply the principle of binomial distributions to calculating probabilities in appropriate situations.

PRE-TEST: Introduction to Probability, Self-Test VII, pp. 191-192. Score:_____

ASSIGNMENT: Frames 661-810, pp. 161-191.

POST-TEST: Self-Test VII, pp. 191-192. Score:_____

Lesson 8

Your objective for this lesson will be to master computations for permutations and combinations.

PRE-TEST: Introduction to Probability, Self-Test VIII, pp. 226-227 Score:_____

ASSIGNMENT: Frames 811-950, pp. 192-226.

POST-TEST: Self-Test VIII, pp. 226-227. Score:_____

YOU ARE NOW ALMOST READY FOR THE UNIT I POST-TEST. Frames 951-1019, pp. 229-244 provide a good review before the test.

When you've completed the review, ask your instructor for the mid-course test. You may take the Unit tests no later than the scheduled conference immediately after the unit's due-date.

When you've passed that examination, record your completion of Unit I.

UNIT II - IV

In subsequent work, your objectives will be given in the textbook.

Your assignment will be found on pages 3 and 4 in one of the right-most two columns, according to your choice of textbook.

At the end of each unit, you will be required to complete a unit test as you did for Unit I.

Satisfactory completion of the four unit tests are all that is required to complete the course with a grade of B.

In this part of the course, you'll be able to use Runyon's Winning With Statistics as a means of getting over the rough spots. There's a copy in the math cabinet for use in the room; or you may purchase a copy in the College Bookstore.

Oleanna Math Program

Course Outline for Finite Mathematics.
Walter A. Coole, Skagit Valley College

Skagit Valley College Course Number: Mathematics 141

Quarter credits: 5 Semester credits: 3

Average student completion time: 165 hours

Performance objectives. At the end of the lessons indicated by the numbers below, the student should be able to ...

1. perform algebraic operations necessary for the remainder of the course
2. use echelon methods
3. approximate optima, using graphic methods
4. calculate linear programs by the simplex method
5. solve applied problems, using theoretical constructs so-far learned
6. use simple logical techniques to construct mathematical derivations
7. perform operations on sets and their elements
8. compute probabilities from given data
9. perform numerical computations with probabilities
10. calculate certain kinds of probability chains
11. criticize games, mathematically

Entry

The student entering this course should have completed (and retained the content of) intermediate algebra. In addition, he/she should be able to...

i. read and follow simple written instructions
ii. state his educational objectives in simple, coherent terms
iii. study systematically and diligently.

Student materials.

Bittinger, Marvin L. & Crown, J. Conrad: Finite Mathematics--A Modeling Approach. Addison-Wesley, Inc. Reading, MA 01867. ISBN 0-201-00832-7

Paper and pencil

(Optional) calculator

Oleanna Math Program

Syllabus for FINITE MATHEMATICS
Walter A. Coole, Skagit Valley College

Your goal for this course will be to extend your mastery of algebra to specialized mathematical techniques widely recognized in solving problems of economics, human relations, and the life sciences.

This course has a prerequisite: intermediate algebra. Let's be clear about this: we don't mean simply having the course on the record, somewhere. It is important to have a thorough mastery of the content of a standard intermediate algebra course, active now.

This course is divided into four "units", each of which will require about 40 hours' work of an average student who has a thorough working knowledge of intermediate algebra. The course's units are...

Unit	Lesson	Planned Completion	Actual Completion	Chapter	Score
I	1			1	
	2			2	
	3	*		3	
II	4			4	
	5			5	
	6	*		Appendix	
III	7			6	
	8			7	
	9	*		8	
IV	10			9	
	11	*		10	

Fill in completion dates for each unit in the spaces marked *. Select other completion dates according to your own schedule and personal life. Be sure to write them in. The completion planned for Lesson 1 should be the date of your first conference, or earlier.

For this course, you'll need paper, pencil, and the following textbook:

Bittinger & Crown: Finite Mathematics - A Modeling Approach

DO ALL OF YOUR WORK IN PENCIL!!

How to Study Each Lesson

Each chapter in the textbook corresponds to a lesson in this course. By using your pretest results, you should be able to decide which lessons to omit.

Each chapter of the text is divided into several sections. Begin each section by reading the objectives (what you should learn) and then the explanation.

Write the answers to problems as you are directed in the text.

As you complete each section's "Margin Exercises", check your answers in the back of the book. If you have difficulty, see your instructor or a math coach as soon as possible.

Next, complete the odd-numbered exercises in all exercise sets at the end of the chapter. Then score your results, using the answers given in the back of the book.

To complete the lesson, take the test at the end of the shapter. Score your results, using the answers at the back of the book and follow the directions given in the test analysis.

When you've scored satisfactory results:

a) record your score in percent correct on page 1 of this syllabus
b) turn in your test (page from the text or notebook paper) in the cabinet in the hall marked Math 141 -- it will be returned later.
c) proceed to the next lesson.

Completing the Course

After you've mastered all of the chapters of the textbood by achieving a satisfactory grade on each end-of-chapter test--complete the final examination provided at the back of the book. Score your results against the answers in the back of the book and follow directions given in the analysis.

When you've scored 35 or better on the final examination, you are ready to take the "official" course completion test.
You may take this test at any scheduled conference or by appointment.
You'll need standard notebook paper and a pencil
You may use your yextbook, calculator, and notes during the test.
Average completion time for the end-of-course test is 40 minutes, but you may take longer if you wish.

Grading

When you've completed the end-of-course test, you may close off the course with a grade of "B". If you wish to improve your grade to an "A", you may act as a coach or undertake optional projects from the "Smorgasbord." This may be done during the following term and your "B" will be changed to an "A".

Oleanna Math Program

Course outline for INTRODUCTION TO ANALYSIS. Walter A. Coole, Skagit Valley College

Skagit Valley College Course Number: Mathematics 142

Quarter credits: 5 Semester credits: 3

Average student completion time: 165 hours

Performance objectives. At the end of the lessons indicated by the numbers below, the student should be able to...

1. perform algebraic operations necessary for the remainder of the course
2. appraise continuity and estimate limits of mathematical functions intuitively
3. calculate minima and maxima of functions
4. apply logarithmic and exponention concepts to the solution of practical problems through the use of sophisticated mathematical techniques
5. construct semilogarithmic graphs and solve linear programming problems
6. integrate functions and use the technique of integration to solve practical problems
7. solve more complex practical problems through the use of integration as modeling
8. solve differentiation problems and use the technique as a model for practical work
9. find partial derivatives

Entry

The student entering this course should have completed (and retained the content of) one of the two courses in the Oleanna Math Program: either Linear Programming or Functions & Relations.

In addition, she/he should be able to...

i. read and follow simple written instructions
ii. state her/his educational objectives in simple, coherent terms
iii. study systematically and diligently

Student materials.

Bittinger, Marvin J.: Calculus -- A Modeling Approach. Addison-Wesley, Inc. Reading, MA 01867. ISBN 0-201-00851-3

Paper and pencil.

Optional items -- hand calculator

Swann, W. & Johnson, J.: Prof. E. McSquared's Original, Fantastic, & Highly Edifying Calculus Primer, Pts. I & II. Walter Kaufman, Inc. One First St. Los Altos, CA 94022. ISBNs: 9-913232-17-2 and 9-913232-33-5.

Oleanna Math Program

Syllabus for INTRODUCTION TO ANALYSIS
Walter A. Coole, Skagit Valley College

Your goal for this course will be to master the calculus of derivatives and integrals intuitively and to apply these mathematical techniques to the solution of problems in economics, human relations and life sciences.

This course has a prerequisite of either functions and relations or finite mathematics. It is divided into four "units" of study, each of which requires about 40 hours of work. The units are...

Unit	Lesson	Planned Completion	Actual Completion	Chapter	Score
I	1			1	
	2			2	
	3	*		3	
II	4			4	
	5	*		Appendix A & B	
III	6			5	
	7	*		6	
IV	8			7	
	9	*		8	

Fill in completion dates for each unit in the spaces marked *. Select other completion dates according to your own schedule and personal life. Be sure to write them in. The completion planned for Lesson 1 should be the date of your first conference, or earlier.

Your textbook for this course will be:

Bittinger: Calculus -- A Modeling Approach

An optional book for getting over the rough spots: Swann & Johnson: Prof. E. McSquared's Original, Fantastic, & Highly Edifying Calculus Primer in two volumes. There's a copy for use in the Open Classroom--see Panel 3. Or you can purchase your own.

A hand calculator is a useful optional item for this course also.

How to Study Each Lesson

Each chaper in the textbook corresponds to a lesson in this course. By using your pretest results, you should be able to decide which lessons to omit.

Each shapter of the text is divided into several sections. Begin each section by reading the objectives (what you should learn) and then the explanation.

Write the answers to problems as you are directed in the text.

As you complete each section's "Margin Exercises", check your answers in the back of the book. If you have difficulty, see your instructor or a math coach as soon as possible.

Next, complete the odd-numbered exercises in all exercise sets at the end of the chapter. Then score your results, using the answers given in the back of the book.

To complete the lesson, take the test at the end of the chapter. Score your results, using the answers at the back of the book and follow the directions given in the test analysis.

When you've scored satisfactory results:

a) record your score in percent correct on page 1 of this syllabus.
b) turn in your test (page from the text or notebook paper) in the cabinet in the hall marked Math 142 -- it will be turned in later.
c) proceed to the next lesson.

Completing the Course

After you've mastered all of the chapters of the textbook by achieving a satisfactory grade on each end-of-chapter test--complete the final examination provided at the back of the book. Score your results against the answers in the back of the book and follow directions given in the analysis.

When you've scored 35 or better on the final examination, you are ready to take the "official" course completion test.
You may take this test at any scheduled conference or by appointment.
You'll need standard notebook paper and a pencil.
You may use your textbook, calculator, and notes during the test.
Average completion time for the end-of-course test is 40 minutes, but you may take longer if you wish.

Grading

When you've completed the end-of-course test, you may close off the course with a grade of "B". If you wish to improve your grade to an "A", you may act as a coach or undertake optional projects from the "Smorgasbord". This may be done during the following term and your "B" will be changed to an "A".

Update information for the Calculus... (ED 103 088)

Course outline, p. 2. Add to "other material required"

H. Swann & J. Johnson: Prof. E. McSquared's Original, Fantastic, & Highly Edifying Calculus Primer. (2 vols.) Walter Kaufmann, One First St., Los Altos, CA 94022. [The bookstore should provide a few copies of this calculus comic book for student purchase on an optional basis.]

Course syllabus, p. 1. Two-thirds down the page...

"...you complete Unit V several days before the end of the term.*"

Asterisk is added.

Add footnote to read...

*In case of emergency, see Appendix I.

Add page 8 to the syllabus...

APPENDIX I: PROF. E. McSQUARED'S GRADE A, ORIGINAL, FANTASTIC & HIGHLY EDIFYING CALCULUS PRIMER*

During the strange winter of 1977, Uncle Thorbald decided that his fretting calculus students needed some Good Vibes. After a thorough search of the World of Mathematics, our Scandinavian Leader determined that Good Vibes was in Los Angeles in the company of one Prof. E. McSquared.

You can avail yourself of considerable help in your progress through Part I of this three-course series by consulting the CALCULUS PRIMER.

It's located in the math cabinet.

The following cross-index is only a rough indication of correspondence. The PRIMER procedes in a somewhat different order of topics than our text, so use some scholarship in locating what you need--or even read the PRIMER from the beginning to the point where you're satisfied that you've covered the topic that's giving you the frets.

Merriell	Calculus Primer
I	pp. 1-9 II.2, I.5 II.3, II.4 III.4 II.10
II	I.3 I.4 I.6 II.6
III	II.1 II.2 II.6 II.7 II.4
IV	Ch. III

*A copy is available in the Open Classroom. You may purchase a copy in the Bookstore. Author: Swann & Johnson. Publisher: William Kaufmann, One First St. Los Altos, CA 94022.

→ 1/43 → Statistical Reasoning

Oleanna Math Program
Smörgåsbord

Performance objective(s): draw statistical inferences through valid argument from computations on data

Prerequisite: Probability and Statistics (Basic course)

Time: 30 hr

Student materials: Richard P. Runyon: Inferential Statistics. Addison-Wesley Publishing Co. Reading, MA 01867.

The student should submit answers to all chapter tests.

→ 1/44 → Non-Parametric Statistics

Oleanna Math Program
Smörgåsbord

Performance objective(s): evaluate statistical studies and relations by computation

Prerequisites: Probability and Statistics (Basic course) and Statistical Reasoning (1/43)

Time: 30 hr.

Student materials: Richard P. Runyon: Non Parametric Statistics. Addison Wesley Publishing Co. Reading MA 01867.

The student should submit answers to all chapter tests.

Oleanna Math Program
Smörgåsbord

Performance objective(s):

Student materials:

This Smorgasbord item, using Bates & Fullerton's HOW TO THINK METRIC, was mis-catalogued. Omit this item.

A correct entry is given below.

Oleanna Math Program
Smörgåsbord

Performance objective(s): estimate metric quantities with ease--in a manner similar to intuitive use of Imperial quantities--without using conversions; in other words, as the SI system will be used when fully adopted for everyday usage

Prerequisite: pre-algebra Time: 10 hours

Student materials: Bates & Fullerton: How to Think Metric. Copp-Clark Publishing 517 Wellington St. West, Toronto, Ontario M5V 1G1. Canada. $2.

(N. B. Local source for Skagit County: Duthie Books, Ltd. 919 Robson St. Vancouver, BC, V6Z 1A5. Canada. Telephone: (604) 684-4496. ATTN: Shelly Mason.)

For 5" X 8" format, cut along dotted lines. For current updates consult: Greenbook Abstract & Catalog, published by Coole & Reitan.

→ 4.5/4 → More Metric Estimations

Oleanna Math Program
Smörgåsbord

Performance objective(s): (reinforcement of 4.5/3)

Prerequisite: pre-algebra and 4.5/3, preceding.

Time: 7 hours

Student materials: Gersting & Alton: The Metric System. (Module SI of the Series in Mathematics Modules). Cummints Publishing Company, Inc. 2727 Sand Hill Road. Menlo Park, CA 94025. $2.

→ →

Oleanna Math Program
Smörgåsbord

Performance objective(s):

Student materials:

For 5" X 8" format, cut along dotted lines. For current updates consult: Greenbook Abstract & Catalog, published by Coole & Reitan.

TIGER LEARNING SKILLS

Previous ERIC documentation: ED 112 974.

Pp. 6.2-6.3: Course outline for Time Management, based on Alan Lakein's How to Get Control of Your Time and Your Life and ancillary materials.

P. 6.4: optional project addition.

TIME MANAGEMENT. Course Outline by
Walter A. Coole, Skagit Valley College

Skagit Valley College Course Number: Education 251
Mid-Management 251

Quarter credits: 1 Semester credits: ½

Average student completion time: 33 hours, extended over not less than 6 weeks.

Goal. In this course, the student is expected to become familiar with the concept of time as a limited resource that must be rationed. He should be familiar with allocating time and using spare moments constructively.

Performance objective: upon completion of this course, the student should have selected ten techniques for saving time and have incorporated them into his usual working/living pattern sufficiently to have saved an average of 6 hours per week for 6 weeks; i.e. to show a "profit" of 3 hours over his investment of time for the course and be able to continue gaining 6 hours a week for a considerable period.

Entry requirements:

In order to profit from this course, the student must...

1. Have a demonstrable desire to save 6 hours a week.
2. Be willing to change habits in order to achieve this result.
3. Be able to read, listen and follow directions at an elementary level.
4. Have a relatively stable life....eg., steady work, established school schedule.

Student materials:

Alan Lakein: How to Get Control of Your Time and Your Life. ISBN 0-451-07570-6. The New American Library, Inc. P.O. Box 999, Bergenfield, NJ 07621. $1.75

Time Saving Ideas. The Cally Curtis Col, 1111 N. Las Palmas, Hollywood, CA 90038. $25.00/box of 50.

Time Saving Action Plans. The Cally Curtis Co. $37.50/box of 50.

Additional materials:

Audiocassette "How to Get Control of Your Time and Your Life." Narrated by Don Allen. The Calley Curtis Co. $9.95.

Tiger
Learning Skills
Project file

→ 3/100.3 → Advanced Listening and Notetaking for Philosophy Students

Performance objective(s): to be prepared for attending the presentation of professional papers in philosophy (colloquia, conferences, and conventions), taking notes, interpreting esoteric terms, and following complex sentence structures

Prerequisite: advanced listening (D & B), highly developed vocabulary and dictionary skill

Time: 5 hours

Student materials: Paper and pencil

This brief study of professional-level papers uses a 45-minute cassette, distributed by the Center for Cassette Studies--John Wilkinson: The Civilization of the Dialogue (CSD1280). Library #

Listen to the cassette, taking detailed outline-notes. On a separate sheet of paper, list all rare, high-falutin', and edifying terminology; when you've completed the audit, give definitions from the OED.

Re-write the paper, giving a summary of its content in ordinary language.

Tiger
Learning Skills
Project file

→ →

Performance objective(s):

Prerequisite: *Time:*

Student materials:

Tiger

Teaching Skills

TIGER TEACHING SKILLS

Primary documentation appears in *Greenbook Abstract & Catalog* -- 2
ED 124 256.

Pp. 7.2-7.3: Additions to collection.

Tiger
Teaching Skills

→ 1/8 *TITLE:* BEHAVIOR MODIFICATION: AN OVERVIEW

Time: 20 hr. *Author:* William L. Mikulas *Price:* $5.50

Publisher: Harper & Row, Publishers
49 East 33rd St. New York, NY
10016

Tiger
Teaching Skills

→ 2/8 *TITLE:* How We Learn

Time: 60 hr *Author:* Lee Edson *Price:* $4.95

Publisher: Little, Brown & Co.

OPEN CLASSROOM STUDIES IN MANAGEMENT

Primary documentation in *Greenbook Abstract & Catalog* -- 2, ED 124 256.

No additional materials.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 30 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES